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ABSTRACT

This end-of-project report disucsses the procedures that the Dubuque Community School District followed in conducting research on learning the styles and conditions under which elementary school-aged children learn best. The testing program that was developed consisted of administering the Tests of Modality Aptitudes in Reading (TOMAR), the Analysis of Learning Potential (ALP), and the Gates-MacGinitie Reading Tests to all students in grades one, two, and three. An assessment of the expectations of an elementary school education as viewed by patrons was conducted by the use of a questionnaire. The project was analyzed by a committee following five months of operation. The thrust of the project was shifted to focus on modality as it influences learning style. The evidence gathered during this project indicated that elementary school-aged children vary in modality orientation. An appendix that discusses analysis of the TOMAR testing program, the pupil questionnaire, the patron questionnaire, and the reading materials, and an analysis of the Perceptual Test Battery is included. (WR)

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ED 085677

END OF PROJECT REPORT

Statistical

Elementary and Secondary Education Act, Title III, PL 89-10, As Amended

PROJECT NUMBER:	72 - PG07
TYPE OF PROJECT:	Planning
PROJECT TITLE:	Development of a Self-Pacing Program for Appropriate Childhood Education (SPACE)
NAME OF APPLICANT:	Dubuque Community School District
ADDRESS:	1500 Locust Street Dubuque, Iowa 52001
NAME OF COUNTY:	Dubuque
CONGRESSIONAL DISTRICT:	Iowa, Second
NAME OF PROJECT DIRECTOR:	Richard L. Zimmer
ADDRESS:	2211 Rockdale Road Dubuque, Iowa 52001
TELEPHONE:	319-557-2729
NAME AND POSITION OF PERSON AUTHORIZED TO RECEIVE GRANT:	Edwin D. Blinks Administrative Assistant
ADDRESS:	1500 Locust Street Dubuque, Iowa 52001
TELEPHONE:	319-557-2932
AMOUNT OF TITLE III FUNDS REQUESTED:	$14,980

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT: Edwin D Blinks

DATE SUBMITTED: March 12, 1973

CS 000 873

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END OF PROJECT REPORT

Narrative

In August, 1971 the Dubuque Community School District filed an application with the Iowa Department of Public Instruction for a planning grant under Title III of the Elementary and Secondary Education Act, as amended. The objective of this proposal was

> to develop for an elementary school a self-pacing, broad based, integrated curriculum which would be child centered and teacher guided as well as focused on the three fundamental functions of an individual within society; that is, communication, manipulation, and social living.

It was the contention at that time that the subject matter oriented curriculum, utilized in most elementary schools, was not meeting the educational needs of students who came from widely diverse socio-economic backgrounds and that a need therefore existed to develop a more appropriate and relevant curriculum which would not only improve the academic success of elementary aged students, limited only by their capacity to learn, but also would improve attitudes and social adaptation. It was recognized, however, that before a new curriculum could be developed, it would first be necessary to study the learning styles and conditions under which elementary school aged children learn as well as to study the expectations of an elementary school education as viewed by the citizens of the community.

The proposal was approved by the Department of Public Instruction in October, 1971. A twelve month period of time from January 1, through

December 31, 1972 was authorized to carry out those activities necessary to achieve the objective of the project.

During the first five months of 1972, emphasis was placed upon organizational and orientational aspects, a study of the learning styles and conditions under which elementary school aged children learn, and a study of the expectations of an elementary school education as viewed by the citizens of the community. Time, personnel, and monetary factors precluded a comprehensive study of all public and non-public schools within the Dubuque Community School District. Therefore, the project activities were conducted, as proposed in the project application, involving primarily the staff, students, and patrons of the Table Mound Elementary School and its sister non-public school, St. Joseph's Elementary School (Key West). The students and patrons of these two schools represented widely diverse socio-economic backgrounds. The student population, as evidenced by results on standardized ability and achievement tests, compared favorably with the district average. More than 800 children were included in this sample population.

At the inception of the project an eight member committee was formed to carry out and/or guide the activities necessary to achieve the objective of the project. This Committee was composed of the following teachers and administrators from the two project schools:

Mr. Richard Zimmer	-- Principal, Table Mound School - Chairman
Miss Margaret Clark	-- 2nd grade teacher Table Mound School
Mrs. Marilyn Fonley	-- 4th grade teacher Table Mound School
Sr. Mary Rene Laubenthal, PBVM	-- 7th grade teacher St. Joseph's School (Key West)

Mr. Harlan Michels	-- 3rd grade teacher Table Mound School
Mr. Robert Rehfeld	-- 6th grade teacher Table Mound School
Sr. Joan Marie Delay, PBVM	-- 1st grade teacher St. Joseph's School (Key West)
Sr. Mary Leanne Welch, PBVM	-- Principal St. Joseph's School (Key West)

Once selected, the Committee was thoroughly oriented to those factors which led to the conclusion that the project was necessary and desirable as well as to the objective of the project and to those activities considered necessary to achieve it.

The first major activity of the Committee was to study those learning styles and conditions under which elementary school aged children learn and in turn attempt to discover which styles and conditions would best meet the individual needs of each student. The Committee began its work by reviewing research journals and reports dealing with the learning styles of children. Of particular interest to the Committee initially were research studies in modality which were being conducted at the George Peabody College for Teachers in Nashville, Tennessee by Dr. Donald Neville, author of the Tests of Modality Aptitudes in Reading (TOMAR). Since the project proposal had made provision for the use of outside consultants to assist the Committee, Dr. Neville was contacted and consented to serve as a consultant to the project. In January, Dr. Neville and his project statistician, Dr. Thomas Vandever met with the Committee to describe the role of modality in learning as reflected through their research. In addition, they assisted the Committee in developing a testing program to be administered during February to students in both Table Mound and St. Joseph (Key West) Schools.

As developed, the testing program consisted of administering the Tests of Modality Aptitues in Reading (TOMAR), the Analysis of Learning Potential Tests (ALP), and the Gates-MacGinitie Reading Tests to all students in grades one, two and three in both schools. The TOMAR tests were administered for the purpose of attempting to ascertain the modality orientation of students during the reading process. The ALP tests were utilized to provide indicators of native ability for comparative study in relation to achievement, and the Gates tests to provide a measure of vocabulary and comprehension development. Since the TOMAR tests were designed for students in grades one, two and three only, the testing program was thus self-limiting to students in these grades. In addition to the test data, information on chronological age, IQ, socio-economic status, educational levels of parents, and teacher rating of reading performance was key punched for analysis by the George Peabody College computer and subsequent analysis by Drs. Neville and Vandever.

In March, the results and analysis of the February testing program were received by the Committee. Essentially the following three conclusions were drawn at that time:

1. The TOMAR tests measured reading related behavior but were not capable of reliability in assigning children as visual, auditory, or kinesthetic learners.

2. The TOMAR tests seemed to be good predictors of reading readiness, particularly for the decoding stages of reading.

3. The ALP tests did not seem to be as good a predictor of native potential as they might be.

A complete report and analysis of the February testing program appears as Part I of the Appendix.

As specified in the project proposal, certain psychology and teacher education students from the University of Dubuque were to aid the Committee in conducting research relative to the learning styles and conditions under which elementary school aged children learn and to the expectations of an elementary school education as viewed by the patrons of the Table Mound and St. Joseph's (Key West) Schools. Through a cooperative program with the University of Dubuque, a field study course was established in which twelve selected senior psychology and education majors conducted certain assigned forms of research under the guidance and supervision of the Committee and of designated officials from the University. These students received three semester hours of credit for their successful participation in this field course.

The first assignment given these students was to carefully observe learning conditions within Table Mound School with particular emphasis upon the psychological and emotional reactions of students toward learning in self-contained classrooms as opposed to learning in a departmentalized organization. The results, obtained through general observations as well as through personal interviews with a random sample of students, indicated that students in the primary grades were better adjusted psychologically and emotionally to learning within a self-contained classroom with a single teacher. The results varied for intermediate students and depended generally upon the personality of the teacher and the physical environment of the classroom.

In order to reflect pupil expectations, the Committee developed a pupil opinion questionnaire which the college students also gave to a

random sample of students at Table Mound School. Since, in the final analysis, the questions turned out to be too vague and open ended, the reliability and validity of the results were highly questionable and hence were not used. A copy of the questionnaire appears as Part II of the Appendix.

Dr. Joseph Wepman, Professor of Education and Psychology at the University of Chicago and a noted authority in the field of perceptual development and modality preferences in children, was contacted and consented to serve as a consultant to the project. In March, Dr. Wepman met with the Committee to discuss perceptual development and its relationship to modality and learning styles as well as to physiological development. He also discussed the use of certain teaching techniques with children whose auditory or visual perceptual development provided the best pathway for them in learning to read. Since he was in the process of revising his tests of perceptual development, it was the decision of the Committee to develop a program in which his battery could be utilized, as it was felt that the TOMAR results had not provided the information which the Committee desired.

The second of the major activities to be undertaken during the first five months of the project was an assessment of the expectations of an elementary school education as viewed by the patrons living within the attendance areas of the two selected schools. In order to obtain the information required by this assessment, the Committee framed a questionnaire to be sent to the parents of each child enrolled in the Table Mound and St. Joseph (Key West) Schools as well as to a random

sample of patrons who did not have any children attending either of the schools but who lived within their attendance areas. Of the 394 questionnaires which were distributed, 142 or 36.04% were returned. The University of Dubuque students enrolled in the field study course tabulated the results. In general, these results revealed that of those responding

1. 78% were satisfied with the overall curriculum in the two schools
2. 34% felt that reading should be emphasized more than it presently was
3. 33% felt that language arts should be emphasized more than it presently was
4. 24% felt that mathematics should be emphasized more than it presently was

A copy of the questionnaire and a detailed analysis of its results appear as Part III of the Appendix.

As the Committee analyzed how the project had developed during the first five months of operation, it became evident that it was assuming a much narrower course than had been originally planned. At that point it appeared much more feasible to focus the thrust of the project on a study of modality as it influences learning style and in turn to develop alternative teaching strategies rather than attempt during the summer months to develop an entirely new elementary school curriculum as stated in the project objective.

Consultations were consequently held with the Department of Public Instruction and in turn permission was given for the Committee to in effect revise the project objective

> to study in-depth the modality orientation of elementary school aged children and in turn to

develop alternative teaching strategies related specifically to the teaching of reading to students in the primary grades.

During the summer months of 1972, the Committee worked half-time for a six week period. The major activity of the Committee during this period of time was to develop a catalog of the existing supplemental reading materials within the Table Mound and St. Joseph (Key West) Schools indicating the reading skill utilized, the independent working level expectation of the student, and the mode of presentation; that is, visually, auditorily, or tactically. The catalog as compiled appears as Part IV of the Appendix.

Also during the summer phase of the project, outside consultants were utilized for purposes of interpreting results, research design, and further study of the role of perceptual development in learning to read. Dr. Vandever presented a completed analysis of the TOMAR results and interpreted the correlations of data. The conclusions drawn were in accordance with his initial determination reported earlier. At the same time, Dr. Neville shared his experiences with modality teaching undertaken during experimentation at George Peabody College.

Dr. Wepman was asked to further explain perceptual development in relation to learning. The Committee studied his test battery, designed to determine the degree of perceptual processing development in children, and in turn established an orientation program and testing schedule to be implemented when school opened in the fall. Mr. John Fox, a Dubuque County school psychologist and authority on specific learning disabilities, also met with the Committee to discuss the role of imagery in relation to modality.

The TOMAR tests, as confirmed by Dr. Neville, did not have the capability of determing the modality preferences of children. However, such a determination would be essential in the implementation of teaching strategies aimed at the modality orientation of students. Since the Committee believed that the tests developed by Dr. Wepman could make such a determination, it was decided to administer the tests to all the students in the Table Mound and St. Joseph (Key West) Schools during the fall.

In late August, an orientation session on the test battery and its administration was held for the Committee by Dr. Wepman; Mrs. Anne Morency, Associate Director of the Speech and Language Clinic of the University of Chicago; and Mr. Spencer Swinton, Instructor of Statistics of the University of Wisconsin - Madison. Since the test battery was to be administered on a one-to-one basis, eleven teacher associates were carefully selected for this purpose. Intensive training sessions were held for these test administrators prior to the beginning of actual testing in the middle of September.

Approximately one month's time was taken for the administration of the Wepman battery. When the testing was completed, the scores on the battery along with other data giving age, school, sex, grade, IQ, TOMAR scores, Iowa Test of Basic Skills (ITBS) scores, Gates-MacGinitie Reading Test scores, Metropolitan Readiness Test scores and examiner number were compiled, key punched and forwarded to the University of Chicago for analysis by a computer and subsequent analysis by Dr. Wepman and his associates.

In December, the results and analysis of the fall testing program were received by the Committee. Of the 760 students tested in both schools, 209 or 27.50% indicated an auditory modality preference while 250 or 32.89% indicated a visual preference. Since the scores of 253 students or 33.29% did not vary more than two points in either direction when computed algebraically, such students could be classified as either; that is, not having an auditory preference over visual or visa versa. The test results of 48 students or 6.31% were too inconclusive to make any kind of determination as to their modality orientation. A complete description and analysis of the Wepman test battery appear as Part V of the Appendix.

The evidence gathered during this project indicated that elementary school aged children vary in modality orientation. Consequently, it would then appear logical to adapt teaching techniques and the use of instructional materials and equipment to these orientations once identified. When focusing upon the teaching of reading, it would appear to be particularly appropriate to center this approach on students in the primary grades, since most of the basic reading skills are taught during this time. It is also during this time that the perceptual-integration skills are utilized the most.

Therefore, it is the intent of the Dubuque Community School District to submit an application with the Department of Public Instruction for an operational grant under Title III of the Elementary and Secondary Education Act, as amended, for the purpose of determining whether modality oriented instruction matched to the modality orientation of children will

increase their achievement when contrasted to instruction which is not matched to modality orientation.

Information about the project has been and will be disseminated in a variety of ways. The administrations of the Dubuque Community School District and the Dubuque Metropolitan Systen of Catholic Education were kept fully informed of the progress of the project. Quarterly newsletters summarizing project activities were distributed to the parents of students attending the Table Mound and St. Joseph (Key West) Schools. A formal report on the project was made at a public meeting of the Board of Directors of the school district at which representatives of the news media were present. Dr. Thomas Vandever will include a report of the project in a presentation to the national convention of the International Reading Association while Dr. Joseph Wepman is preparing an article about the project for the Journal of Educational Research. The project was briefly summarized in a publication prepared by the Iowa Department of Public Instruction. The catalog of supplemental reading materials developed by the Committee indicating the reading skill utilized, the independent working level expectation of the student, and the mode of presentation has been made available to the public and non-public schools within the district and has been supplied upon request to other school districts within and outside of Iowa.

END OF PROJECT REPORT

Financial
Expenditure Report of Federal Funds
Elementary and Secondary Education Act, Title III, P.L. 89-10, as amended

Name and Address of Local Agency
Dubuque Community School District
1500 Locust Street, Dubuque, Iowa 52001

Funds for Special Education Programs for Handicapped Children $_____

PROJECT NUMBER 72 - PG07 BUDGET PERIOD: Beginning 1 - 1 - 72 Ending 12 - 31 - 72

[X] Final Expenditure Report

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION							
FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIP-MENT	OTHER EXPENSES	TOTAL EXPENDITURES
		PROFESSIONAL	NON-PROFESSIONAL						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100								
2. Instruction	200	6,968.00	2,178.59	1,961.71	1,225.72	289.28		129.29	12,752.59
3. Attendance Services	300								
4. Health Services	400								
5. Pupil Transp. Serv.	500								
6. Operation of Plant	600								
7. Maint. of Plant	700								
8. Fixed Charges (Except 830)	800							536.40	536.40
9. Leasing of Facilities	830							320.72	320.72
10. Food Services	900								
11. Student Body Activ.	1000								
12. Community Services	1100								
13. Improve. to Sites	1210C								
14. Remodeling ($2,000 or less)	1220C								
15. Capital Outlay (Equipment Only)	1230								
16. Total Expend.		6,968.00	2,178.59	1,961.71	1,225.72	289.28	0.00	986.41	13,609.71
17. Negotiated Budget		7,420.00	2,750.00	2,000.00	1,420.00	300.00	0.00	1,090.00	14,980.00
18. Unexpended Balance of Funds Authorized for Expenditures; Total of Line 17 minus Total of Line 16 - - -									1,370.29

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD.

Edwin D. Blinks
Administrative Assistant

Signature of Person Authorized to Receive Grant: Edwin D. Blinks

Date Reported: March 12, 1973

Form 007

PART I

Report and Analysis of the TOMAR Testing Program

There have been many attempts to identify "the best method of teaching reading." It is perhaps more reasonable to match methods with learners. Chall (1965) has observed that ". . . every method has its failures. It may very well be that certain individuals find one or another method particularly suitable or impossible (p. 139)." One model which has evoked a great deal of interest is the modality model which essentially involves assessing modality of strength and then teaching to it.

The purpose of this study was to determine the proportion of children exhibiting modality preferences as well as relating modality preferences to performance on achievement measures.

Subjects. Two hundred fifty-six children were given the Test of Modality Aptitude in Reading (TOMAR), the Analyses of Learning Potential (ALP), and the Gates MacGinities Reading Test. The final sample included 96 first graders, 81 second graders, and 53 children distributed in grades three, four, and five.

Instruments. The TOMAR is composed of three subtests - Visual (V), Auditory (A), and Kinesthetic (K). Words were presented by these methods using a contrived alphabet (see Figure 1). Visual words were presented by using a whole-word approach and stressing visual aspects of the words, such as length, configuration, and distinctive letters. Words were presented auditorially by introducing the letter sounds and combining them to form words. The kinesthetic method combined the whole-word approach of

the visual method with tracing.

The Analyses of Learning Potential is a group administrered intelligence test made up of seven subtests. The first subtest is Quantitative Language, a measure of quantitative concepts not involving the association of numerals with quantities; General Information measures knowledge of social and physical phenomena; Word-Picture Association measures the ability to associate orally presented stimulus words and pictorial stimuli. Listening Comprehension is a measure of oral comprehension, immediate recall, and the ability to catalogue and order events. Picture Vocabulary is a measure of word meaning using pictorial representation to test the concept of same/opposite. Also included is a measure of Figure Perception employing Chinese figures and a scale called Story Sequence which measures the ability to sequence events. The Primary II Battery includes many of the same subtests as Primary I except that Number Fluency is tested instead of Quantitative Language. Number Series subtest and a Word Meaning subtest are also included in Primary II. The Number Series is a test of the child's ability to educe relationships among sets of objects as well as a series of numerals; word meaning is a measure of same/opposite verbal concepts.

The Gates-MacGinitie Reading Test includes two subtests - Vocabulary and Comprehension. The Vocabulary test is a measure of the child's ability to recognize words in isolation. The Comprehension test is a measure of the ability to read and understand whole sentences and paragraphs. Alternate form reliabilities for Vocabulary are about .87; for Comprehension, .81.

Procedures. Children were tested with the TOMAR in groups of 10 to 15 by teachers who had been trained in administering the TOMAR and whose

performance was monitored. Each group learned six lists of words, two lists per day for three consecutive days. Two visual, two auditory, and two kinesthetic words were taught in each list. Teachers presented all words with the aid of a script. Children learned using a learning booklet which contained the actual words to be learned along with pictures.

Each teaching-testing session began with the introduction of pictures. After these had been introduced, each word was introduced with its correct picture and an incorrect picture (a foil). After all six words had been presented for two minutes and 10 seconds, each was introduced a second time for 60 seconds with three foils. Next, the children rested for two minutes and then were tested on the words that had just been presented. Test booklets were similar to learning booklets with the word on the left side of the page (one word to a page) and four pictures to the right of the word. The children simply marked the picture that had previously been paired with the word. After the six lists had been presented, the number of words which had been learned in each method was determined.

The identification of strength was based on multiple regression. Two subtests were used to predict a third; for example, V and A were used to predict K for each child. Actual scores, those earned by the child, were compared with the predicted scores. When the child learned significantly more words than predicted; that is, when the actual score was larger by a predetermined difference than the predicted score, the child was considered a strength. If the predicted score was larger than the actual score, he was considered a weakness. In this way V + A was used to predict K, A + K used to predict V, and V + K to predict A. All ALP and Gates testing was

conducted by homeroom teachers following the procedures called for in the manuals of the instruments involved.

Results

Data was analyzed in three parts. The first part involved TOMAR data, the second dealt with the relationship of the TOMAR to the ALP and the Gates data, and the third was an investigation of the performance of the TOMAR strength children as opposed to the TOMAR weakness children.

Means of 17.8, 18.2, and 17.4 were obtained on the V, A, and K subscales respectively. The slightly higher auditory score was consistent with previously gathered data. The maximum possible score was 24. Dubuque children scored higher than Nashville children. Standard deviations of 5.7, 5.8, and 6.0 were obtained for V, A, and K. In combination with the means data, the standard deviations indicated that the test was probably too easy for many of the Dubuque first and second graders. About 14 per cent of the children obtained the maximum possible score. Alpha reliabilities of .89, .90, and .91 were obtained for V, A and K. Alpha is a measure of interval consistency; it simply measures the degree to which items discriminate between those who score high and those who score low. The values obtained indicate more than adequate reliability. The data for the third, fourth, and fifth graders was similar mean scores of 20.4, 21.1, and 20.4 obtained on V, A, and K. Standard deviations of 3.8, 3.9, and 4.5 were obtained. The higher scores for children in the higher grades was to be expected. The lower standard deviations probably reflected the fact that older children were preselected, that is, only children who had had some difficulty in learning to read had been included. Such preselected

groups tend to be less variable than a non-selected group. The lowered variability was also probably reflected in the lower reliabilities; alpha was .83 for visual, .88 for auditory, and .89 for kinesthetic.

The second part of the TOMAR analysis consisted of the identification of children who learned a greater number of words by using one method than by the other methods. Eighteen per cent of the children, or 17 of the 96 children, learned significatnly more words by one method using a 0.5 level of significance and a less stringent measure (.10). Thirteen additional children raising the total 13 per cenc, were included using a very lenient .15 level; 16 additional children of the 81 second graders were identified at the .05 level, two at the .10 level, and five at the .15 level. Thirteen first graders (see Table 2), nine second graders, and seven third graders had mixed profiles. For example, a child might be a visual strength and an auditory weakness which resulted in a child showing up in more than one analysis.

The third part of the analysis consisted of a correlational analysis of TOMAR, ALP, and Gates data. Inspection of Table 3 will reveal that the TOMAR scores were highly intercorrelated, indicating that similar skills were being measured. Also, the moderate TOMAR correlations with age indicated that the ability being measured tended to show some increase with age. The negative correlation of ALP subtests two, three, four, and five with age and the low correlations with the TOMAR are difficult to explain as are the large number of negative correlations of ALP subscales and TOMAR subscales. the TOMAR correlated with the Gates Vocabulary and Comprehension about to the degree expected. Surprisingly, the correlations were higher for Comprehension than for Vocabulary.

The final analysis consisted of a multiple discriminate analysis comparing strength children, those subjects with well-defined preferences on the TOMAR, to weakness children. This procedure made it possible to compare a number of dependent variables at one time. The dependent variables used included CA Lorge-Thorndike IQ, ALP sub 1, ALP sub 2, ALP sub 3, ALP sub 4, ALP sub 5, ALP sub 6, and ALP sub 7; Gates Vocabulary Raw Score; Gates Vocabulary Grade Equivalents; Gates Comprehension Raw Score; Gates Comprehension Grade Equivalents; socio-economic status; education; mothers' education; and teacher ratings. The data indicated few differences between the groups. One hundred per cent of the trace was extracted by a single root. The overall difference between the groups did not attain significance ($F = 1.727$, $df = 17/34$, $p < .90$). Univariate F tests indicated that only on the SES variable did the groups differ ($F = 10.27$, $df = 1/50$, $p < .0027$). The data indicated that there was little difference between children having a strength and those having a weakness on the TOMAR.

Several conclusions are possible from the above data. First, the TOMAR measures reading-related behavior; however, due to the high intercorrelations among the subscales, it is unlikely that the instrument is capable of reliably assigning children as visual, auditory, or kinesthetic learners. Further, using strict selection procedures, relatively few children were identified as having strengths or weaknesses. It is entirely possible that the reading task is so cross-modal in nature that any attempt to base assignment on modalities using method based on actual samples of reading behavior, as in the case of the TOMAR, are doomed to failure. Certainly, a close inspection of the TOMAR revealed that all methods involved auditory

and visual learning, perhaps to different degrees. Attempts to use perceptual tests for classification purposes have not been successful (Bruninks, 1968) either.

The ALP data is difficult to explain. The negative correlations with the TOMAR and the low intercorrelations among the various subtests may indicate unreliabilities, or more likely the presence of coaching, guessing, cheating, or some combination of these. The relationships of the Gates and the TOMAR were congruent with expectation. It is possible that the real potential benefits which may derive from the use of the TOMAR are in relation not to modalities but as a general indicator of reading potential.

TABLE 1

Number of Children With Significant Profiles

First Grade*
96 Ss

V + A = K	V + K = A	A + K = V	Total
.05 - 5	.05 - 5	.05 - 7	.05 - 17
.10 - 7	.10 - 6	.10 - 2	.10 - 15
.15 - 4	.15 - 6	.15 - 6	.15 - 16

Second Grade*
81 Ss

V + A = K	V + K = A	A + K = V	Total
.05 - 6	.05 - 5	.05 - 5	.05 - 16
.10 - 2	.10 - 3	.10 - 2	.10 - 7
.15 - 4	.15 - 4	.15 - 3	.15 - 11

Grades 3, 4, 5*
53 Ss

V + A = K	V + K = A	A + K = V	Total
.05 - 4	.05 - 3	.05 - 5	.05 - 12
.10 - 1	.10 - 0	.10 - 1	.10 - 2
.15 - 2	.15 - 2	.15 - 1	.15 - 5

*Includes children who appeared in more than one model.

TABLE 2

Children Appearing In More Than One Model

Grade 1

1. K = .15, V = .05
2. K = .10, V = .10
3. K = .10, V = .05
4. K = .10, A = .05
5. K = .10, A = .15
6. K = .10, A = .10
7. K = .05, V = .10
8. A = .10, V = .15
9. A = .10, V = .15
10. A = .10, V = .15
11. A = .05, V = .05
12. A = .05, V = .15
13. A = .05, V = .05

Grade 2

1. K = .15, V = .05
2. K = .15, V = .15
3. K = .10, A = .10
4. K = .04, V = .10
5. K = .05, A = .05
6. K = .05, V = .05
7. A = .15, V = .05
8. A = .05, V = .05
9. A = .05, V = .05

Grades 3, 4, 5

1. K = .15, V = .05
2. K = .15, A = .15
3. K = .10, A = .05
4. K = .05, A = .05, V = .05
5. K = .05, V = .05
6. K = .05, V = .05
7. K = .05, A = .05

TABLE 3

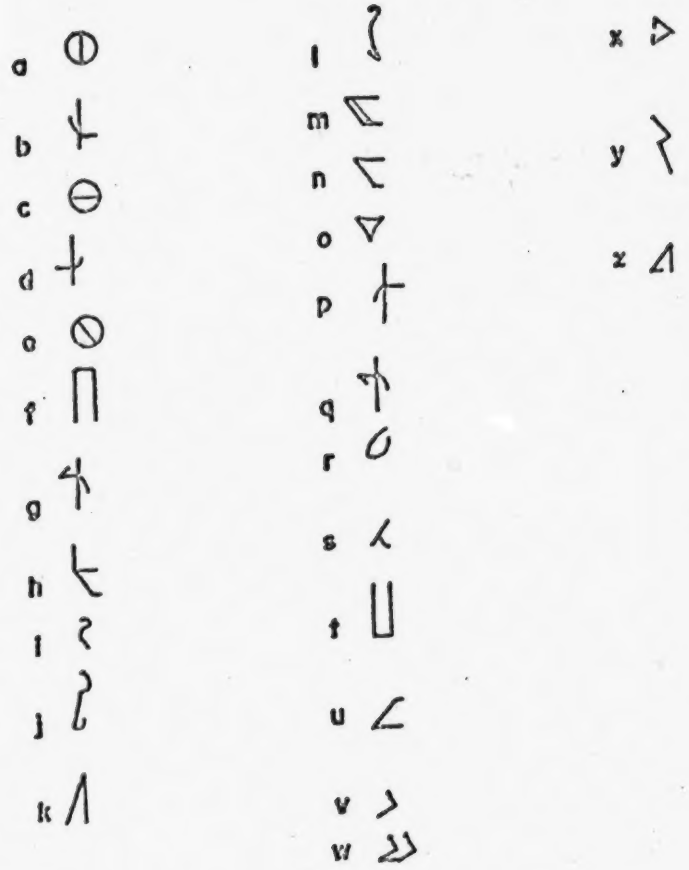
Intercorrelations of TOMAR, ALP and Gates-MacGinitie

*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1)		.893	.897	.335	.444	-.293	-.334	-.289	.039	.253	.485	.405	.550	-.072	.061	.021	.539
2)			.913	.293	.427	-.229	-.275	-.217	.099	.272	.439	.466	.557	-.070	.050	.026	.544
3)				.321	.429	-.232	-.266	-.253	.096	.255	.450	.491	.571	-.036	.046	.046	.578
4)					.494	-.540	-.535	-.593	-.227	.135	.489	-.076	.181	.083	-.078	-.228	.308
5)						-.457	-.557	-.530	-.029	.381	.639	.134	.356	-.067	.046	-.138	.554
6)							.759	.770	.447	-.018	-.395	.174	-.113	-.032	-.045	.184	-.333
7)								.798	.343	.001	-.474	.173	-.111	-.011	.065	.251	-.354
8)									.315	.018	-.477	.216	-.041	.024	.036	.169	-.395
9)										.158	-.074	.274	.147	-.131	.003	.207	.143
10)											.304	.286	.307	-.034	.066	.122	.383
11)												.138	.354	-.031	.028	.011	.521
12)													.753	-.089	.158	.161	.505
13)														-.098	.115	.012	.613
14)															-.222	-.076	-.089
15)																.406	.098
16)																	.097
17)																	

*1 TOMAR Visual
2 TOMAR Auditory
3 TOMAR Kinesthetic
4 CA in Months
5 ALP Sub 1
6 ALP Sub 2
7 ALP Sub 3
8 ALP Sub 4
9 ALP Sub 5
10 ALP Sub 6
11 ALP Sub 7
12 Gates Vocabulary
13 Gates Comprehension
14 SES Occup Level
15 Edu Level - Father
16 Edu Level - Mother
17 Teacher Rating

FIGURE 1

Contrived Alphabet



PART II

Pupil Opinion Questionnaire

Circle one: Female Male Age _____

On the form below are sentences that are started but not finished. There are several answers provided. Read the sentences and choose the answer that makes the sentence true for you. There are no right or wrong answers. The way you feel about things is what counts.

1) My school work is (boring, fun, hard, easy).

2) I learn best when (the teacher helps me, another pupil helps me, someone in my family helps me, I can work it out for myself).

3) Learning from books is (exciting, dull, okay, good but I can learn more in other ways).

4) In class I'm (confused, bored, satisfied, excited).

5) Homework is (dumb, fun, hard, easy).

6) I can't learn much when I'm by (myself, with a friend, with a group, with the whole class).

7) The Learning Center is (dull and boring, fun, easy, hard).

8) Having more than one teacher is (confusing, boring, satisfying, exciting).

9) Science is (dumb, fun, hard, easy).

10) I often wish we had (more math and reading, more art and gym, more time in the learning center, more time to ourselves).

11) In class, working by myself is (very easy, easier than working with others, harder than working with others, very hard).

12) The best thing about this class is (the kids in it, the things we learn, the teacher, understanding what to do).

13) I am distracted by (movement and noise, red and yellow colors and objects, too much silence, blue and green colors and objects).

14) In class learning is (fun, hard, easy, dull).

15) In class, working with others is (helpful, confusing, okay once in a while, a waste of time).

16) I get mad when I (don't understand, am told what to do, have to do something I don't like, have to study).

17) I (do, don't) like sitting in assigned places.

18) I (do, don't) like to be told how to do things.

19) I (like, don't like) help in making decisions.

20) I work best when there is (some noise and movement, no noise or movement).

PART III

Patron Questionnaire

I have children at Table Mound School____St. Joseph, Key West____
None in school____Other____

Number of children in family____ Please list the number of children you have in each grade: Preschool K 1 2 3 4 5 6 7 8 9 10 11 12 College Out of school

What educational expectations do you have from the elementary schools of this area? Please check one category for each area listed below:

	Should be emphasized more than at present	Should be emphasized the same as at present	Should be emphasized less than at present
Reading			
Arithemetic			
English & Spelling			
Social Studies			
Science			
Art			
Music			
Physical Education			
Other (name)			

Which of the five categories indicates best your opinion as to who has the responsibility of each topic below. Please check one box for each line.

	SCHOOL			HOME	
	Total	Mostly	Equal	Mostly	Total
Acquaint the child with his community (ENVIRONMENT)					
Create awareness of world of work (OCCUPATION)					
Create financial responsibility (FINANCIAL INDEPENDENCE)					
Wholesome attitude to self as growing organism (HEALTH AND SAFETY HABITS)					
Learning to get along with age-mates (SOCIAL DEVELOPMENT)					
Learning masculine/feminine social role (EXPECTATION OF SOCIETY)					
Developing study skills (CURRICULUM)					
Developing conscience, morality and scale of values(RELIGIOUS)					
Achieving personal independence (DECISIONS)					
Developing concepts necessary for everyday living (LIFE SITUATIONS)					
Developing attitudes toward social groups and institutions (CONCEPT OF DEMOCRACY)					

	SCHOOL			HOME	
	Total	Mostly	Equal	Mostly	Total
Developing a sense of responsibility (ATTITUDE) a. "Picking up" after self					
b. Does not need reminders					
c. Does chores (work) to completion without being told					
d. Complete work on time					
e. Does things not particularly enjoyed without immediate reward					
f. Respect for property					

Please feel free to comment below.

PART III

Responses, Patron Questionnaire

	More	Same	Less
Reading	33.8	65.4	0.7
Arithmetic	24.3	75.7	0.0
English & Spelling	32.6	67.4	0.0
Social Studies	4.4	88.3	7.3
Science	10.0	85.7	4.3
Art	6.5	80.4	13.0
Music	8.1	80.1	11.0
Physical Education	8.3	81.8	9.8
Other (name) Human relations Handwriting	1 response each		

Social Attitudes and Development

	SCHOOL		HOME		
	Total	Mostly	Equal	Mostly	Total
Environment		11.1	73.3	18.5	4.4
Occupation		17.9	63.4	15.9	2.8
Financial Independence		2.0	29.3	57.1	11.6
Health & Safety Habits		5.7	65.2	26.2	2.8
Social Development		28.6	65.3	6.1	
Expectation of Society	1.4	13.7	62.3	21.2	1.4
Curriculum	10.5	50.7	31.6	4.6	2.6
Religious		2.0	36.2	51.3	10.5
Decisions		4.5	70.1	22.7	2.6
Life Situations	0.7	4.1	71.2	22.6	1.4
Concept of Democracy	1.4	14.1	69.7	13.4	1.4
Attitude					
a. "Picking up" after self		1.4	40.0	51.7	6.9
b. Does not need reminders		2.7	58.8	34.5	4.1
c. Does chores (work) to completion without being told		5.0	55.7	22.9	6.4
d. Complete work on time		15.8	56.2	13.5	4.5
e. Does things not particularly enjoyed without immediate reward		3.5	63.4	27.5	5.6
f. Respect for property		1.4	65.5	26.2	6.9

PART IV

Analysis of Supplemental Reading Materials

TABLE MOUND SCHOOL

The materials found in the Table Mound learning center and library have been classified by the S P A C E (Title III) Committee according to skills defined by the Dubuque Community Schools Reading Department. In addition, the materials are classifiad by their modality and independent working level.

This classification is not intended to be the final word for these materials. The Committee would very much appreciate input by the staff. You, who work with these materials will find additions and deletions. Please note them on your copy of the booklet for future reference.

Key:

K=Kinesthetic
A=Auditory
V=Visual
T V=possible transfer to visual
T A=possible transfer to auditory
/G=good tape
/P=poor tape

Credits:

Peggy Clark	Marilyn Fonley	Letha Splinter
Harlan Michels	Bob Rehfeld	Richard Zimmer

READING READINESS

Material	Grade level	Mode
GWEP Sound & Symbols Level 2 Lessons 1-2	K	A
GWEP Look & Listen Level 1	K-1	V A
Universal Reading Readiness Dup. masters	K-1	V
Creative Rdg. Prog. Level 1 "We Read from A-Z"	1	V A
Developmental Learning Materials (DLM)	1	V A K
Try (Visual perception things)	1	K

GENERAL PHONICS

Material	Grade level	Mode
Universal Phonics (Bell & Howell) gd.1 (dup. mas.)	1	V
Universal Phonics (Bell & Howell) gd.2b	2	V
New Phonics Skilltext tapes 1-16		
workbook a	1(2)-2	V A
workbook b	2(2)-3	V A
workbook c no tapes	3(2)-4	V A

WORD ANALYSIS/PHONETIC

TOPIC	TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE	
Beginning consonants:						
m	*Meg in the Mud*	1	A	1	4	
s	*The Squirrel Party*	1	A	2	6	
t	*Too-Too Ted*	1	B	1	8	
b	*Bob's Balloons*	1	B	2	10	
r	*Ricky Rat*	2	A	1	12	
c, l	*A Cub Called Len*	2	A	2	14	
d, n	*Nan and Denny*	2	B	1	16	
f, p	*Who Is Pam?*	2	B	2	18	
g, h	*Hal and Gus*	3	A	1	20	
j, k	*Jim Wants to Be King*	3	A	2	22	
v, y	*Vic and Val*	3	B	1	24	
w, z	*Willy and Zeke*	3	B	2	26	
Final consonants:						Comprehension subtopic presented in these lessons: recalling details.
d, g, m, t	*What the Bird Said*	4	A	1	28	
b, n, p, r	*Bob Runs the Sub*	4	A	2	30	
f, l, s	*If I Were an Elephant*	4	B	1	32	
ck, k, ve, x	*Six Cents for Rex*	4	B	2	34	
Short vowels:						
a	*Dad Comes Back*	5	A	1	36	
e	*Ken's Wet Pet*	5	A	2	38	
i	*Pitch or Quit*	5	B	1	40	
o	*Jogging with Pop*	5	B	2	42	
u	*A Duck Hunt*	6	A	1	44	
review	*Kim's Banana*	6	A	2	46	
Long vowels:						
VC + E	*Dan on Dane*	6	B	1	48	
VC + E	*A Trip to Gene's Ranch*	6	B	2	50	
open **e, o, y**	*Jo's Milk Money*	7	A	1	52	Comprehension subtopic presented in these lessons: understanding space or time relationships.
ea, ee	*The Team Hero*	7	A	2	54	
ai, ay	*Jay at the Bay*	7	B	1	56	
oa, oe, ow	*Joe's Snowman*	7	B	2	58	
final **y**	*Too Many Names*	8	A	1	60	
Irregular vowel patterns:						
o͞o, o͝o	*The Snoopy Raccoon*	8	A	2	62	
oi, oy	*Roy's Visit*	8	B	1	64	
ou, ow	*A Loud Sound*	8	B	2	66	
Beginning consonant digraphs:						Comprehension subtopic presented in these lessons: understanding the main idea.
ch	*Charlie and Chip*	9	A	1	68	
sh	*Shep, the Sheep Dog*	9	A	2	70	
th	*Ben's New Pet*	9	B	1	72	
wh	*Whitney, the Baby Whale*	9	B	2	74	
Beginning consonant blends:						Comprehension subtopic presented in these lessons: making inferences/predictions.
-l blends	*The Plane in the Field*	10	A	1	76	
-r blends	*Brad on a Hunt*	10	A	2	78	
s- blends	*Scott Tries to Skip*	10	B	1	80	
review	*A Hiding Place*	10	B	2	82	

WORD ANALYSIS/STRUCTURAL

TOPIC / TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE	
Plurals with **-s** *A Party for the Twins*	11	A	1	84	Comprehension subtopic presented in these lessons: recalling details.
Plurals with **-es** *Bud in the Bushes*	11	A	2	86	
Third person singular with **-s** *The Banana Split*	11	B	1	88	
Third person singular with **-es** *Mother Always Guesses*	11	B	2	90	
Past tense with **-ed** *Tim and Sal Get a Fish*	12	A	1	92	Comprehension subtopic presented in these lessons: understanding space or time relationships.
Past tense with double consonant before **-ed** *Tom and the Bird*	12	A	2	94	
Past tense with dropped **e** before **-ed** *A Cat Named Kit*	12	B	1	96	
Present participle with **-ing** *Hide-and-Seek*	12	B	2	98	
Present participle with double consonant before **-ing** *Mrs. Popping and Her Baby*	13	A	1	100	Comprehension subtopic presented in these lessons: understanding the main idea.
Present participle with dropped **e** before **-ing** *Diving Birds*	13	A	2	102	
Possessives *Dan's Pet Monkey*	13	B	1	104	
Contractions *Tape's Fun!*	13	B	2	106	
Compound words with hyphens *What's in the Bag?*	14	A	1	108	Comprehension subtopic presented in these lessons: making inferences/predictions.
Compound words without hyphens *Funnyface, the Bulldog*	14	A	2	110	

COMPREHENSION

TOPIC / TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE
Space relationships *Mouse on the Moon*	14	B	1	112
Space relationships *Standing Upside Down*	14	B	2	114
Time relationships *Bob Wins a Friend*	15	A	1	116
Time relationships *Going Places*	15	A	2	118
Main idea *Tails*	15	B	1	120
Inference/prediction *Tom Builds Something*	15	B	2	122
Sample Lesson	16	A		2
Diagnostic and Evaluative Test Part A	16	A		125
Diagnostic and Evaluative Test Part B	16	B		126
Diagnostic Test Part C	16	B		127
Diagnostic Test Part D	16	B		128

SCOPE AND SEQUENCE for the AUDIO READING PROGRESS LABORATORY/LEVEL 2

WORD ANALYSIS / PHONETIC

TOPIC	TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE	COMPREHENSION SUBTOPIC
Beginning consonants:						
b, d, p, q	*Pat Takes a Peek*	1	A	1	4	
f, h, l, t	*The Turtle*	1	A	2	6	
c, g, m, n	*Mark's New Crayons*	1	B	1	8	
v, w, y, z	*The Baby Zebra*	1	B	2	10	
j, k, r, s	*A New Volcano*	2	A	1	12	Recalling details
c, g	*German Shepherds*	2	A	2	14	
Final consonants:						
b, d, g, m, n, p, r, t	*Watching Stars*	2	B	1	16	
f, k, l, s, ve, x	*A Day at the Pool*	2	B	2	18	
Short vowels:						
e, ea, i	*Ben Wanted Wings*	3	A	1	20	Understanding relationships of time or space
a, o, u	*Moon Landing*	3	A	2	22	
review	*Nine O'clock*	3	B	1	24	
VCC + E	*Dodge Ball*	3	B	2	26	
Long vowels:						Recalling details
VC + E	*Who Can Fit in Here?*	4	A	1	28	
ai, ay, ea, ee	*The Sand Fort*	4	A	2	30	
ew, oa, oe, ow, ue	*Winter at Niagara Falls*	4	B	1	32	
review	*Dave Paints the Sunshine*	4	B	2	34	
Irregular vowel patterns:						Understanding relationships of time or space
o͞o, o͝o	*Who Were the Moon Men?*	5	A	1	36	
oi, oy	*The Puppet Show*	5	A	2	38	
ou, ow	*The Water Carnival*	5	B	1	40	
au, aw	*Running Fawn*	5	B	2	42	
Vowel + r combinations:						
as in **car, first, burn**	*The Surprise Box*	6	A	1	44	
as in **mother**	*Father's Surprise*	6	A	2	46	Developing vocabulary skills
as in **care, pair, steer, cure**	*A Noisy Pair*	6	B	1	48	
review	*Mark Learned to Ride*	6	B	2	50	
Consonant digraphs:						
ch	*Marching in the Parade*	7	A	1	52	
sh	*The Washington Street Pet Show*	7	A	2	54	Recalling details
th	*The North Tenth Street News*	7	B	1	56	
wh	*Whitney and the Wheel*	7	B	2	58	
Consonant blends:						
beginning **-l, -r, s-**	*The Spider's Web*	8	A	1	60	
beginning **dw-, squ-, sw-, tw-**	*Alone in the Woods*	8	A	2	62	Understanding relationships of time or space
beginning **shr-, str-, thr-**	*The Baseball Player*	8	B	1	64	
final **-nd, -ng, -nk**	*Hank Takes Off*	8	B	2	66	

WORD ANALYSIS / STRUCTURAL

TOPIC	TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE	COMPREHENSION SUBTOPIC
Plurals with **-es, -s**	✓*Who Took the Cookies?*	9	A	1	68	
Third person singular with **-es, -s**	*The Copycat Monkey*	9	A	2	70	
Present participles	*Grandfather's Story*	9	B	1	72	Recalling details
Past tense with **-d, -ed**	*Fishing with Dad*	9	B	2	74	
Singular possessives	*The Fireman's Friend*	10	A	1	76	
Plural possessives	*What Is It?*	10	A	2	78	
Contractions	*Circle Hunt*	10	B	1	80	Understanding relationships of space, time, or attributes
Contractions	*Paintings and Paste-ups*	10	B	2	82	
Comparative and superlative forms	*Who's the Biggest Animal?*	11	A	1	84	
Compound words	*A Nighttime Fire*	11	A	2	86	
Syllables	*Playing with Noises*	11	B	1	88	Understanding the main idea
Syllables	*A Candle in a Can*	11	B	2	90	

COMPREHENSION

TOPIC	TITLE	AUDIO LESSON TAPE	SIDE	PART	PROGRESS BOOK PAGE
Context	*Fangs, Talons, Antlers, and Quills*	12	A	1	92
Context	*Fleet Foot*	12	A	2	94
Antonyms	*Riding the Elevator*	12	B	1	96
Synonyms	*Bernie, Fighter, and Rex*	12	B	2	98
Space relationships	*Dollhouse*	13	A	1	100
Time relationships	*Alaska*	13	A	2	102
Attributes	*Riddles*	13	B	1	104
Attributes	*Find It*	13	B	2	106
Main idea	*Storms*	14	A	1	108
Main idea	*Water*	14	A	2	110
Inference/prediction	*David and Dusty*	14	B	1	112
Inference/prediction	*Why Monkeys Live in Trees*	14	B	2	114
Inference/prediction	*Spring Is Here!*	15	A	1	116
Cause/effect	*What Made It Happen?*	15	A	2	118
Cause/effect	*The Lightning Fire*	15	B	1	120
Cause/effect	*The Rodeo Clown*	15	B	2	122

Sample Lesson		16	A	1	2
Diagnostic Test					
Part A		16	A	2	125
Parts B, C, and D		16	B		126, 127, 128

WORD ANALYSIS / PHONETIC

TOPICS	TITLES	AUDIO LESSONS TAPE	SIDE	PART	PROGRESS BOOK PAGES
Beginning consonants	*The Pile of Leaves*	1	A	1	4
	Ned and the Bandit	1	A	2	6
Final consonants	*Morning in the City*	1	B	1	8
	Old Jeb	1	B	2	10
Short vowels:					
a, i	*Old Man Pickett*	2	A	1	12
e, o, u	*Ted and the Ducks*	2	A	2	14
Long vowels:					
VC + E	*A Day at the Lake*	2	B	1	16
ai, ay, ea, ee, oa, ow	*Dumb Boy*	2	B	2	18
Irregular vowel patterns:					
o͞o, o͝o, oi, oy	*The Sick Rooster*	3	A	1	20
au, aw, ou, ow	*New Girl at School*	3	A	2	22
Vowel + **l** or **r** combinations:					
in accented syllables	*Looking for Worms*	3	B	1	24
in unaccented syllables	*The Perfect Pet*	3	B	2	26
Consonant digraphs:					
ch, sh	*A Day at the Shore*	4	A	1	28
th, wh	*Arthur and the Wreckers*	4	A	2	30
Consonant blends:					
beginning	*Clare and the TV Clown*	4	B	1	32
final	*Bart and the Wild Bird*	4	B	2	34

WORD ANALYSIS / STRUCTURAL

TOPICS	TITLES	AUDIO LESSONS TAPE	SIDE	PART	PROGRESS BOOK PAGES
Plurals with **-es, -s**	*The Tree House*	5	A	1	36
Third person singular with **-es, -s**	*From Sky to Sea*	5	A	2	38
Present participles	*A Present for Dad*	5	B	1	40
Past tense with **-d, -ed**	*Who Goes First?*	5	B	2	42
Singular possessives	*Jill's Relatives*	6	A	1	44
Plural possessives	*Patty's Day at the Zoo*	6	A	2	46
Contractions	*Many Moons*	6	B	1	48
Contractions	*Stabbed in the Heart*	6	B	2	50
Comparative and superlative forms	*Cleaning Fish*	7	A	1	52
Adverbs with **-ly**	*Hunting for Whales*	7	A	2	54
Syllables	*A Hammy Story*	7	B	1	56
Syllables	*Sailing Under the North Pole*	7	B	2	58

COMPREHENSION

TOPICS	TITLES	AUDIO LESSONS TAPE	SIDE	PART	PROGRESS BOOK PAGES
Vocabulary:					
contexts	*Strange Lights in the Sky*	8	A	1	60
contexts	*Ki Sun's Dream*	8	A	2	62
definitions	*Charlie and the Bessie Morgan*	8	B	1	64
definitions	*Glass*	8	B	2	66
multiple meanings	*The Luna 520*	9	A	1	68
multiple meanings	*How Geysers Work*	9	A	2	70
prefix **un-**	*New Year in Thailand*	9	B	1	72
suffixes **-ful, -less**	*A Helpful Stranger*	9	B	2	74
Details	*The Hungry Allosaurus*	10	A	1	76
Details	*Detective Sam*	10	A	2	78
Relationships of space, time, and attribute	*Wrong-Turn Terry*	10	B	1	80
	The Ghost of Dr. Van Snell	10	B	2	82
Main idea	*They Tried to Fly*	11	A	1	84
	New Life	11	A	2	86
	In the Beginning	11	B	1	88
	Dances	11	B	2	90
	Three Presidents	12	A	1	92
	Giraffes, Gazelles, and Lions	12	A	2	94
Inference	*The Vacant Lot*	12	B	1	96
	Migrating Birds	12	B	2	98
	Totem Poles	13	A	1	100
	Hurricanes	13	A	2	102
	Samson the Slow	13	B	1	104
	Rollo and the Robot	13	B	2	106
Cause/effect	*In the Soup*	14	A	1	108
	Poisoned Birds	14	A	2	110
	Mr. Quick and the Traffic Jam	14	B	1	112
	Mikos' Treasure	14	B	2	114
Part/whole	*Plants That Move*	15	A	1	116
	Ships in American History	15	A	2	118
	How to Catch a Whiffle-Poofle	15	B	1	120
	Martin	15	B	2	122

Sample Lesson	16	A		2
Diagnostic and Evaluative Test Part A	16	A		125
Diagnostic Test Part B	16	B		126
Diagnostic Test Part C	16	B		127
Diagnostic Test Part D	16	B		128

AUDIO-LESSON	BOOK PAGE	TOPIC	ANNOTATED TEACHERS' EDITION PREPRIMERS I	PREPRIMERS II	PREPRIMERS III	PRIMER	FIRST READER	LANDA PREPRIMERS I	PREPRIMERS II	PREPRIMERS III	PRIMER	FIRST READER
		Beginning consonants										
1A1	4	m	93			71		23				20
1A2	6	s	72			71						
1B1	8	t	93			148	81					20
1B2	10	b	72			71	81					21
2A1	12	r	93			71	81					
2A2	14	c	72			148	81					
		l	72			71	81					
2B1	16	d	135			71	81					
		h		227		71	81					
		f	93			71	81					
2B2	18	p			365	71	81					
3A1	20	g				71			60			18
		h	93			71	81					
3A2	22	j				148						
		k										
3B1	24	v										
		y				71	81		26			18
3B2	26	w					263					156
		z										
		Final consonants										
4A1	28	d				129	239					
		g				143	239					
		m				129	239					
		t				129	239					
							239					
4A2	30	b				129	239					
		n				129	239					
		p				129	239					
		r										
4B1	32	f					265					176
		l					285					
		s										
4B2	34	ck				143	299					
		k										
		ve				143	239					
		x										
		Short vowels										
5A1	36	a				137	62					
5A2	38	e				137	62					
5B1	40	i				137	62					
5B2	42	o				137	62					
6A1	44	u				137	62					
6A2	46	review				137	62					
		Long vowel patterns										
6B1	48	VC + E					147					
6B2	50											
7A1	52	open e					239					
		o					239					
		y										165
7A2	54	ea					190					
		ee					147					

NOTE: The page entries in this correlation chart have been taken from the Teachers' Annotated Edition of the *Sheldon Basic Reading Series*, Allyn & Bacon, Inc.

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AUDIO LESSON	BOOK PAGE	TOPIC	ANNOTATED TEACHERS' EDITION PREPRIMERS I	PREPRIMERS II	PREPRIMERS III	PRIMER	FIRST READER	READER PREPRIMERS I	PREPRIMERS II	PREPRIMERS III	PRIMER	FIRST READER
3I	56	al					190					
		ay										180
7B2	58	oa					197					
		oe										
		ow										
8A1	60	final y as /e/										176
		Irregular vowel patterns										
8A2	62	oo										
		oo										156
3B1	64	ol										
		oy										
8B2	66	ou										
		ow										
		Beginning consonant digraphs										
9A1	68	ch				171						
9A2	70	sh				171						
9B1	72	th				171						
9B2	74	wh				171						
		Beginning consonant blends										
10A1	76	-l blends				225	119					
10A2	78	-r blends				220	119					
10B1	80	s- blends					80					20
10B2	82	review					119					
A1	84	Plurals with -s			293		61					6
11A2	86	Plurals with -es										
11B1	88	Third person singular with -s										
11B2	90	Third person singular with -es		196								
12A1	92	Past tense with -ed				76	90				12	
12A2	94	Past tense with double consonant before -ed				76						
12B1	96	Past tense with dropped -e before -ed										
12B2	98	Present participle with -ing				76	130					43
13A1	100	Present participle with double consonant before -ing										
13A2	102	Present participle with dropped -e before -ing										43
13B1	104	Possessives	114				61	37				
13B2	106	Contractions				182	62				104	16
14A1	108	Compound words with hyphens										
14A2	110	Compound words without hyphens					118					26
14B1	112	Space relationships		233		76	155		43			
14B2	114											
A1	116	Time relationships				166	97	27				30
15A2	118											
15B1	120	Main idea	135			166	90	47				
15B2	122	Inference/prediction		162			63		15			

SERIES CORRELATION CHART

FOR SHELDON BASIC READING SERIES, ALLYN AND BACON, INC., 1968

AUDIO LESSON	BOOK PAGE	TOPIC	ANNOTATED TEACHERS' EDITION	READER II
		Beginning consonants		
1A1	4	b, d, p, q	117	81–89
1A2	8	f, h, l, t		
1B1	2	c, g, m, n	258	215–227
1B2	2	j, r, v, z	58	13–18
2A1	14	j, k, r, s	61	89–97
2A2	18	c, g	64	13–24
		Final consonants		
2B1	16	b, d, g, m, n, p, r, t		
2B2	20	f, k, l, s, ve, x	195	119–125
		Short vowels		
3A1	22	e, ea, i	82–83	30–33
3A2	26	a, o, u	51–52	6–12
3B1	24	review	51	6–12
3B2	28	VCC + E		
		Long vowels		
4A1	28	VC + E	51–52	6–12
4A2	30	ai, ay, ea, ee	159	101–114
4B1	32	ow, ea, ee, ow, ue	278	245–247
4B2	34	review		
		Irregular vowel patterns		
5A1	36	oo, oo	258–259	212–227
5A2	38	oi, oy	250	202–211
5B1	40	ou, ow	108	54–55
5B2	42	au, aw	56	13–18
		Vowel + r combinations		
6A1	44	as in car, first, burn	164	115–125
6A2	46	as in mother		
6B1	48	as in care, pair, steer, cure	116	61–63
6B2	50	review	272	223–227
		Consonant digraphs		
7A1	52	ch	116	61–63
7A2	54	sh	91	33–45
7B1	56	th	57	13–18
7B2	58	wh	94	46–52

NOTE: The page numbers in this Correlation Chart have been taken from the Teachers' Edition, Sheldon Basic Reading Series (Allyn and Bacon, Inc., 1968). For each lesson that treats more than one concept, the page entry on this chart indicates the page on which the last lesson concept is introduced in the basal series.

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AUDIO LESSON	BOOK PAGE	TOPIC	ANNOTATED TEACHERS' EDITION	READER II
		Consonant blends		
8A1	60	beginning **-l, -r, s-**	91	39–45
8A2	62	beginning **dw-, gw-, sw-, tw-**	88	39–45
8B1	64	beginning **shr-, str-, thr-**	121	69–80
8B2	66	final **-nd, -ng, -nk**	252	202–211
9A1	68	Plurals with **-es, -s**	157	101–114
9A2	70	Third person singular with **-es, s**		
9B1	72	Present participles	113	56–60
9B2	74	Past tense with **-d, -ed**	107	54–55
10A1	76	Singular possessives	199	148–156
10A2	78	Plural possessives		
10B1	80	Contractions	90–92	39–45
10B2	82			
11A1	84	Comparative and superlative forms	130	81–85
11A2	86	Compound words	47	6–12
11B1	88	Syllables	48	6–12
11B2	90			
12A1	92	Context	47	6–12
12A2	94			
12B1	96	Antonyms		
12B2	98	Synonyms	148	92–100
13A1	100	Space relationships		
13A2	102	Time relationships	186	140–141
13B1	104	Attributes	126–127	69
13B2	106			
14A1	108	Main idea		
14A2	110			
14B1	112	Inference/prediction		
14B2	114			
15A1	116			
15A2	118	Cause/effect		
15B1	120			
15B2	122			

AUDIO-LESSON SERIES CORRELATION CHART

FOR SHELDON BASIC READING SERIES, ALLYN AND BACON, INC., 1968

AUDIO LESSONS	BOOK PAGES	TOPICS	ANNOTATED TEACHERS' EDITION	READER III
1A1 1A2	4 6	Beginning consonants		
1B1 1B2	8 10	Final consonants		
2A1 2A2	12 14	Short vowels a, i e, o, u	53 53	7–11 8–11
2B1 2B2	16 18	Long vowels VC + E ai, ay, ea, ee, oe, ow	53 53	8–11 8–11
3A1 3A2	20 22	Irregular vowel patterns oo, oo, oi, oy au, aw, ou, ow	181 194	182–204
3B1 3B2	24 26	Vowel + l or r combinations in accented syllables in unaccented syllables	66	12–33
4A1 4A2	28 30	Consonant digraphs ch, sh th, wh	74 73	34–46 34–46
4B1 4B2	32 34	Consonant blends beginning final	53–54 200	8–11 8–11
5A1 5A2	36 38	Plurals with -es, -s Third person singular with -es, -s	101 192	66–72 182–184
5B1 5B2	40 42	Present participles Past tense with -d, -ed	135 102	8–11 66–72
6A1 6A2	44 46	Singular possessives Plural possessives	89 45	48–65
6B1 6B2	48 50	Contractions	45	
7A1 7A2	52 54	Comparative and superlative forms Adverbs with -ly	144 59	111–131 12–33
7B1 7B2	56 58	Syllables	92	48–53

NOTE: The page entries on this Correlation Chart have been taken from the Teachers' Edition, Sheldon Basic Reading Series (Allyn and Bacon, Inc., 1968). For each lesson that treats more than one concept, the page entry on this chart indicates the page on which the last lesson concept is introduced in the basal series.

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FOR SHELDON BASIC READING SERIES, ALLYN AND BACON, INC., 1968

AUDIO LESSONS	BOOK PAGES	TOPICS	ANNOTATED TEACHERS' EDITION	READER III
8A1 8A2	60 62	Vocabulary contexts	73	34–46
8B1 8B2	64 66	definitions	101	
9A1 9A2	68 70	multiple meanings		
9B1 9B2	72 74	prefix **un-** suffixes **-ful, -less**	52 65	8–11 12–33
10A1 10A2	76 78	Details	63	12–33
10B1 10B2	80 82	Relationships of space, time, and attribute	54	8–11
11A1 11A2	84 86	Main idea	187	
11B1 11B2	88 90			
12A1 12A2	92 94			
12B1 12B2	96 98	Inference/prediction	17	6–7
13A1 13A2	100 102			
13B1 13B2	104 106			
14A1 14A2	108 110	Cause/effect		
14B1 14B2	112 114			
15A1 15A2	116 118	Part/whole	17	
15B1 15B2	120 122			

WORD ATTACK--INITIAL CONSONANTS

Material	Grade level	Mode
Scott Foresman Linguistic Blocks gd.1	1	V K
Tutorgram Program 4A	1	V K
BRS Satellite Level A	1	V TA
Phonics We Use "Old Itch"	1	A V K
Phonics We Use "Spin A Sound"	1	A V K
Dolch Consonant Cards	1	V
Filmstrip #61,62,63,64,65,66	1	V
Phonics 2 (3M trans. mas.)	1	V
Phonics 7 cat.3097 (3M trans. mas.)	1	V
Phonics 8 cat.3098 (3M trans. mas.)	1	V
Listen & Do Consonants Lessons 1-32 tapes & dittos	1	V A K
GWEP Sound & Symbols Level 2 Lesson 3-4 p.8-11 Lesson 12-23 p.33-60 Lesson 29-31 p.71-79	 1 1 1	 A V A A
Quizmo Lotto	1-2	A V K
Barnell Loft Working with Sounds A p.37-50,1-20	1-2	V TA
GWEP Vowels & Varients Level 4 Mastery test Lesson 1 p.3	2	A
MacMillan Word Analysis red p.8-23,30-47, 54-69,82-111	2	V
MacMillan Word Analysis orange p.2-9	2-3	V
Barnell Loft Working with Sounds B p.1-3,6-10	2-3	V TA
Study Scope Kit 403 set 1-3, Kit 404 set 1-4,7 Kit 408 set 3-5	2-3	V

WORD ATTACK--FINAL CONSONANTS

Material	Grade level	Mode
GWEP Sounds & Symbols Level 2		
Lesson 24-28 p.61-70	1	A V
Lesson 32-34 p.80-87	1	A V
Tutorgram Program 4A	1	V K
BRS Satellite Level C	1	V TA
Phonics We Use "Bingo Bang"	1	A V
Barnell Loft Working with Sounds A p.21-29	1-2	V TA
GWEP Vowels & Varients Level 3		
Lesson 2 tape 1	2	V A
Lesson 3 tape 2 p9 -11	2	V A
Lesson 4 tape 3 p.12-14	2	V A
Lesson 5 no tape p.15-17	2	V A
Lesson 6 tape 4 p.18-20	2	V A
Lesson 7 tape 5 p.21-23	2	V A
Lesson 8 no tape p.24-25	2	V A
Lesson 9 no tape p.26-28	2	V A
GWEP Vowels & Varients Level 4		
Mastery test Lesson 1 p.4-5	2	A
Barnell Loft Working with Sounds B p.4-5	2-3	V TA
Study Scope Kit 403 set 6-7	2-3	V
Study Scope Kit 405 set 1-3,7	2-3	V K
MacMillan Work Analysis red p.8-23,30-47, 54-69,82-111	2-3	V
MacMillan Word Analysis orange p.2-9	2-3	V

Material		Grade level	Mode
Twin Consonants			
GWEP	Lesson 4 tape 3 p.12,13,14	2	V A
	Lesson 5 no tape p.15-17	2	V A
MacMillan Word Analysis red p.48-53		2	V
SRA Spelling Lab IIA	D-1 track 1&11	2-3	V
	E-2 track 1&11	2-3	V
Medial Consonants			
MacMillan Word Analysis red p.8-23,30-47 54-69,83-111		2-3	V

Material	Grade level	Mode
Dolch Consonant Cards	1	V
Phonics We Use "Blends Race"	1	A K
Tutorgram Program 4A	1	V K
GWEP Sounds & Syllables Level 5		
Lesson 1-2 p.4-6	1-2	A
Webster Word Wheels wheels 5-14	1-3	V
BRS Satellite Level C	2	V TA
Read & Think gd.2(1) p.3 (dup. mas.)	2	V
gd.2(2) p.5 (dup. mas.)	2	V
GWEP Vowels & Varients Level 3		
Lesson 26 tape 26 & 27 p.76-79	2	V A
Lesson 27 tape 28 & 29 p.80-83	2	V A
Lesson 28 tape 30 p.84-85	2	V A
Lesson 29 no tape p.87	2	V A
Barnell Loft Working with Sounds B p.15-20,25-29	2-3	V TA
Study Scope Kit 406 set 1-7		
Kit 407 set 2-3,5-7		
Kit 408 set 5	2-3	V
Webster Word Wheels wheels 34-40	2-3	V
SRA Spelling Lab IIA D-2 track 1 & 11	2-3	V
D-3 track 1 & 11	2-3	V
D-4 track 1 & 11	2-3	V
MacMillan Word Analysis green p.52-86	2-3	V
Spelling Games Learning Kit C "Start Smart"	3	A
Spelling Games Learning Kit C "Cross Over"	3	V K

Material	Grade level	Mode
Dolch Consonant Cards	1	V
Phonics We Use "Diagraph Hopscotch"	1	A K
Phonics We Use "Diagraph Whirl"	1	A
GWEP Sounds & Syllables Level 5		
Lesson 1 p.3	1-2	A
Webster Word Wheels wheels 1-4	1-3	V
GWEP Vowels & Varients Level 3		
Lesson 3 tape 2 p.9,10,11	2	V A
Lesson 5 no tape p.15-17	2	V A
Lesson 23 tape 22 p.66-68	2	V A
Lesson 24 tape 23 p.69-71	2	V A
Lesson 25 tape 24 & 25 p.72-75	2	V A
Lesson 29 no tape p.86	2	V A
GWEP Vowels & Varients Level 4		
Mastery test Lesson 2 p.6-8	2	V
Lesson 5 p.13,14	2	A
GWEP Sounds & Syllables Level 5		
Lesson 1 p.3	1-2	A
BRS Satellites Level D	2	V TA
Barnell Loft Working with Sounds B p.21-29	2-3	V TA
Study Scope Kit 404 set 5-6		
Kit 405 set 4-5,7		
Kit 407 set 1,5,7	2-3	V
Webster Word Wheels wheels 30-33	2-3	V
SRA Spelling Lab IIA C-1,C-2,C-5 track 1 & 11	2-3	V
D-5 track 1 & 11	2-3	V
E-4 track 1 & 11	2-3	V
F-2 track 1 & 11	2-3	V
MacMillan Word Analysis red p.70-81	2-3	V
Spelling Games Kit C "Ship Shape"	3	A K
Spelling Games Kit C "Cross Over"	3	V K

Material	Grade level	Mode
Webster Word Wheels wheel 1-14	2-3	A
wheel 30-40	2-3	A
Reader s Digest Advanced Practice Pad p.7-14	3-4	V
Barnell Loft Working with Sounds C p.14-17	4	A
Barnell Loft Working with Sounds E p.7	4	V
Barnell Loft Working with Sounds E p.10	4	A
MacMillan Reading Spectrum Word Analysis blue p.5-15,28,29,54-61,65-73,77-86	4	V

Material	Grade level	Mode
Phonics We Use "Full House"	1	A K
Phonics 4,5,6 cat.#074,075,076 (3M trans. mas.)	1	V
Scott Foresman Linguistic Blocks Primary Level	2	V K
Phonics We Use "Vowel Dominoes"	2	A K
Dolch Vowel Cards	2	V
Filmstrip #68,72,73	2	V
Transparency #97,369-373	2	V
Phonics 8 cat. #3098 (3M trans. mas.)	2	V
Read & Think gd.2 (1st) (dup. mas.) p.2	2	V
Phonics Development gd.2 (trans. & mas.) p.16-26	2	V
Phonics Development gd.3 p.19	2	V
Listen & Do Vowels		
Lesson 3--rec.2 side 1	2	V A K
Lesson 4--rec.2 " 2	2	V A K
Lesson 6--rec.3 " 2	2	V A K
Lesson 7--rec.4 " 1	2	V A K
Lesson 8--rec.4 " 2	2	V A K
Lesson 10-rec.5 " 2	2	V A K
Lesson 11-rec.6 " 1	2	V A K
Lesson 12-rec.6 " 2	2	V A K
Lesson 14-rec.7 " 2	2	V A K
Lesson 15-rec.8 " 1	2	V A K
Lesson 17-rec.9 " 1	2	V A K
Lesson 18-rec.9 " 2	2	V A K
Lesson 19-rec.10 " 1	2	V A K
Lesson 20-rec.10 " 2	2	V A K
Lesson 21-rec.11 " 1	2	V A K
Lesson 22-rec.11 " 2	2	V A K
GWEP Vowels & Varients Level 4		
Lesson 7-21 p.18-63	2	A V

Material	Grade level	Mode
GWEP Sounds & Syllables Level 5		
Lesson 3-4 p.9-15	2	A V
Lesson 13 p.41-44	2	A V
Lesson 14 p.47	2	A V
Barnell Loft Working with Sounds B p.30-36,39-47	2-3	V TA
Study Scope Kit 409 set 1-7	2-3	V
SRA Spelling Lab IIA		
A-3,A-4,A-5 tracks 1 & 11	2-3	V
B-2,B-3,B-4 tracks 1 & 11	2-3	V
C-3 tracks 1 & 11	2-3	V
MacMillan Word Analysis orange p.45-54	2-3	V
p.75-79	2-3	V
p.107-113	2-3	V
MacMillan Word Analysis yellow p.74-84	2-3	V
BRS Satellite Level E	3	V TA
Spelling Games Kit C "Cross Over"	3	V K
Spelling Games Kit C "Mice Twice"	3	V K
Lyons & Carnahan Phonics We Use E p.29,31,32,34,36,37,40,41,43 45,48,49	3(1)	A V
Lyons & Carnahan Phonics We Use F	3	A V

WORD ATTACK--SHORT VOWELS

Material	Grade level	Mode
Phonics # 7 cat.3097 (3M trans. mas.)	1	V
Phonics We Use "Full House"	1	A K
Phonics 4,5,6 cat.#074,075,076 (3M trans. mas.)	1	V
BRS Satellite Level B	1-2	V TA
Scott Foresman Linguistic Blocks Prim. gds.	2	V K
Phonics We Use "Vowel Dominoes"	2	A K
Dolch Vowel Cards	2	V
Filmstrip #67,71	2	V
Transparency #97,369-373	2	V
Read & Think gd.2(1) p.1 (dup. mas.)	2	V
Phonics level gd.2 p.1-15,27,28 (trans. & mas.)	2	V
Listen & Do Vowels		
Lesson 1--rec.1 side 1	2	V A K
Lesson 2--rec.1 " 2	2	V A K
Lesson 4--rec.2 " 2	2	V A K
Lesson 5--rec.3 " 1	2	V A K
Lesson 7--rec.4 " 1	2	V A K
Lesson 8--rec.4 " 2	2	V A K
Lesson 9--rec.5 " 1	2	V A K
Lesson 11-rec.6 " 1	2	V A K
Lesson 12-rec.6 " 2	2	V A K
Lesson 13-rec.7 " 1	2	V A K
Lesson 15-rec.8 " 1	2	V A K
Lesson 16-rec.8 " 2	2	V A K
Lesson 18-rec.9 " 2	2	V A K
Lesson 19-rec.10 " 1	2	V A K
Lesson 20-rec.10 " 2	2	V A K
Lesson 21-rec.11 " 1	2	V A K
Lesson 22-rec.11 " 2	2	V A K
GWEP Vowels & Varients Level 3		
Lesson 10 p.29-31 tape 6 & 7	2	V A
Lesson 11 p.32-34 tape 8 & 9	2	V A
Lesson 12 p.35-37 tape 10	2	V A
Lesson 13 p.38-40 tape 11 & 12	2	V A
Lesson 14 p.41-43 tape 13 & 14	2	V A

WORD ATTACK--SHORT VOWELS

Material	Grade level	Mode
GWEP Vowels & Varients Level 3		
Lesson 15 p.44-45 tape 15	2	V A
Lesson 16 p.47-49 tape 16 & 17	2	V A
Lesson 17 p.50-52 tape 18	2	V A
Lesson 18 p.53-55 no tape	2	V A
Lesson 19 p.56-58 tape 19	2	V A
Lesson 20 p.59-61 tape 20	2	V A
Lesson 21 p.62-64 tape 21	2	V A
Lesson 22 p.65 no tape	2	V A
GWEP Vowels & Varients Level 4		
Lesson 3 p.9,10	2	A
GWEP Sounds & Syllables Level 5		
Lesson 2 p.7,8	2	A
Barnell Loft Working with Sounds B		
p.30,33,34,36,39,41,42,45-59	2-3	V TA
Study Scope Kit 403 set 4-5		
Kit 409 set 1-7	2-3	V
SRA Spelling Lab. IIA		
A-1 track 1 & 11	2-3	V
B-5 track 1 & 11	2-3	V
C-4 track 1 & 11	2-3	V
F-1 track 1 & 11	2-3	V
MacMillan Work Analysis orange		
p.63-74,33-44,84-106	2-3	V
Spelling Games Kit C "Cross Over"	3	V K
Lyons & Carnahan Phonics We Use E		
p.30,35,38,39,42,44-49	3(1)	A V

WORD ATTACK--VOWELS INTERMEDIATE LONG & SHORT

Material	Grade level	Mode
MacMillan Reading Spectrum Word Analysis blue p.18-27,30-40,42-46,48-51, 87-100,104-110	4	V
Reader's Digest Advanced Practice Pad p.19-26	4	V
Barnell Loft Working with Sounds C p.3-8,10,12,13	4	V
Barnell Loft Working with Sounds C p.1,2,9,11,19,20,21	4	A
Barnell Loft Working with Sounds D p.1,7-13	4	V
Barnell Loft Working with Sounds D p.2-6	4	A
Barnell Loft Working with Sounds E p.1-5	4	V

Material	Grade level	Mode
"R" Controlled Vowels		
Filmstrip #70,76,77	2	V
Read & Think gd.2(2) p.4 (dup. mas.)	2	V
GWEP Sounds & Syllables Level 5 Lesson 6-10 p.20-32	2	V
Phonics Development gd.3 p.4-7 (trans. & mas.)	2-3	V
Study Scope Kit 410 set 1-2,4	2-3	V A
SRA Spelling Lab IIA I-1,I-2,I-3,I-4 track 1 & 2	3	V A
MacMillan Word Analysis green p.21-43	3	V
GWEP More Sounds & Syllables Level 6 Lesson 2 p.5	3	V
Lyons & Carnahan Phonics We Use E p.61-66,68	3(1)	A V
"L" & "W" Controlled Vowels		
Filmstrip #73	2	V A
Study Scope Kit 410 set 3-4	2-3	V A
MacMillan Word Analysis green p.44-51	2-3	A
Lyons & Carnahan Phonics We Use E p.61	3(1)	A V
GWEP More Sounds & Syllables Level 6 Lesson 5 p.14-16	3	V
Lesson 8,9 p.23,26	3	V
GWEP Working with Words Level 7 Lesson 1 p.3	3	V

Material	Grade level	Mode
Phonics We Use "Full House"	1	A K
Phonics 4,5,6, cat.#074,075,076 (3M trans.mas.)	1	V
Dolch Vowel Cards	2	V A
Filmstrip #69,70,74,75	2	V A
Read & Think gd.2 pt.2 p.3 (dup. mas.)	2	V
Phonics Development gd.3 p.8-10 (trans. & mas.)	2-3	V
MacMillan Word Analysis yellow p.85-116	2	A
MacMillan Word Analysis yellow p.14-73	2-3	A
SRA Spelling Lab IIA I-5 tracks 1 & 2	3	V A
BRS Satellite Level E	3	V
GWEP More Sounds & Syllables Level 6		
Lesson 2 p.6	3	V
Lesson 6-7 p.17-22	3	V
Lesson 8 p.24-25	3	V
Lesson 9 p.27,28	3	V
Lyons & Carnahan Phonics We Use E p.50-56,67,75-77,80-83,86	3(1)	A V
GWEP Working with Words Level 7 Lesson 1 p.4-5	3	V

DIPHTHONG (ar,or,er,ir)

Barnell Loft Working with Sounds C p.22-31,33,35	4	V
Barnell Loft Working with Sounds C p.32,34	4	A
Barnell Loft Working with Sounds D p.12-13	5	V A

Material	Grade level	Mode
SRA Spelling Lab IIA H-5 tracks L & 2	3	A
GWEP Sounds & Syllables Level 5 Lesson 29-32 p.86-95	3	A V
GWEP More Sounds & Syllables Level 6 Lesson 2 p.7	3	A V
Lyons & Carnahan Phonics We Use E p.105-107	3(1)	A V
Barnell Loft Working with Sounds E p.50	4-5	A

Material	Grade level	Mode
Study Scope Kit 405 set 6	1-2	V A
Phonics We Use "Spin Hard, Spin Soft"	1	A K
MacMillan Word Analysis orange p.10-29	2-3	A
GWEP Sounds & Syllables Level 5		
Lesson 11-12 p.33-40	2	A V
Lesson 14-15 p.45-50	2	A V
GWEP More Sounds & Syllables Level 6		
Lesson 3 p.8	3	A V

Material	Grade level	Mode
Barnell Loft Using the Context	1-6	V TA
Read & Think gd.2(1) p.8,9,13,15,16 (dup.mas.)	2	V
Read & Think gd.2(2) p.5,7,9,16,22	2	V
Dextor Westbrook Fun with Words Levels A,B,C	2-3	V
GWEP More Sounds & Syllables Level 5		
Lesson 33 p.87-89	3	V
Lesson 34 p.92	3	V
Lesson 35 p.95	3	V
GWEP Working with Words Level 7		
Lesson 4 p.13	3	V
Reader's Digest Advanced Practice Pad		
p.15-18	4-5	V
Barnell Loft Using the Context C-E	4-6	V TA
MacMillan Reading Spectrum Vocab. Dev.		
yellow p.72-94	4-5	V
green p.89-101	4-5	V
blue p.17-38	5-6	V
purple p.23-48	5-6	V

WORD ATTACK--SIGHT WORDS
PICTURE CLUES

Material	Grade level	Mode
Scott Foresman Linguistic Blocks pre-primer	1	V K
Scott Foresman Linguistic Blocks 1(2)	1	V K
Dextor Westbrook "We Read Sentences" Level A 1-5	1	V
Dolch Popper Words sets 1 & 2	1	V
Universal Reading - Bell & Howell	1	V
Dextor Westbrook "One Too Many" Kit A-B	1-2	V
Scott Foresman Linguistic Blocks 2	2	V K
Scott Foresman Linguistic Blocks Primary gds.	2	V K
Password game	2-6	A V

PICTURE CLUES

Read & Think gd.2 1st p.6,19 (dup. mas.)	2	V

WORD ATTACK--SILENT LETTERS

Material	Grade level	Mode
MacMillan Word Analysis red p.40-53	2	V
Filmstrip #73	2	V
SRA Spelling Lab IIA F-4,F-5 track 1 & 11	2-3	V
Study Scope Kit 407 set 4	2-3	V
BRS Satellite Level F	3	V TA
Barnell Loft Working with Sounds		
C p.33	4	V
C p.32	4	A
D p.19	5	A
D p.20	5	V
E p.11-12	4-5	V A

WORD ATTACK--WORD PATTERNS
GRAPHEMES
RHYMING WORDS

Material	Grade level	Mode
Scott Foresman Linguistic Series gd.1	1	V K
Study Scope Kit 408 set 1-2,6-7	1-2	V
Dextor Westbrook "Riddle,Riddle Rhyme Time" A-B	2	V
Read & Think gd.2(1) p.4,21 (dup. mas.)	2	V
Read & Think gd.2(2) p.12 (dup. mas.)	2	V
SRA Spelling Lab IIA B-1 track 1 & 11	2-3	V
BRS Satellite Level E	2-3	V TA
Tutorgram Program 6A	2-3	V K
Spelling Games Kit C, "Start Smart"	3	A
"Ship Shape"	3	A K
"Mice Twice"	3	V K
"Cross Over"	3	V K

STRUCTUAL ANALYSIS--
COMPOUND WORDS
ROOT WORDS

Material	Grade level	Mode
Compound words		
GWEP Sounds & Syllables Level 5 Lesson 26-28 p.80-85	1-2	V
Read & Think gd.2(1) p.12 (dup. mas.) gd.2(2) p.12 (dup. mas.)	2 2	V V
Barnell Loft Working with Sounds B p.37-38	2-3	V TA
Study Scope Kit 411 set 1-2 Kit 413 set 1	2-3	V
Phonics Development gd.3 p.1,2	2-3	V
GWEP More Sounds & Syllables Level 6 Lesson 3 p.9	3	V
MacMillan Reading Spectrum Vocab. Dev. red p.23-43 orange p.49-52	 3-4 3-4	 V V
Barnell Loft Working with Sounds C p.26-28	4	V
Root words		
Study Scope Kit 412 set 4-7 Kit 413 set 3-5	2-3	V
MacMillan Reading Spectrum Vocab. Dev. green p.51-75 blue p.78-100	 4-5 5-6	 V V
Barnell Loft Working with Sounds F p.25-35	5-6	V

STRUCTUAL ANALYSIS--
DOUBLING FINAL CONSONANTS
DROPPING FINAL "e"

Material	Grade level	Mode
Doubling final consonants		
SRA Spelling Lab IIA		
G-2 track 1 & 11	2-3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.40-42	3-4	V
Barnell Loft Working with Sounds		
C p.30	4	V
D p.17	5	V
E p.9	4-5	V
Dropping final "e"		
SRA Spelling Lab IIA		
G-1 track 1 & 11	2-3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.38-39	3-4	V
Barnell Loft Working with Sounds		
C p.9	4	A
C p.10	4	V

STRUCTUAL ANALYSIS--
CHANGING "f" to "v"
CHANGING "y" to "i"

Material	Grade level	Mode
Changing "f" to "v"		
Study Scope Kit 414 set 2,4	2-3	V
Changing "y" to "i"		
Study Scope Kit 414 set 2,4	2-3	V
SRA Spelling Lab IIA		
G-2 track 1 & 11	2-3	V
GWEP Sounds & Syllables Level 5		
Lesson 22-23 p.70-75	2-3	V
Lesson 24-25 p.77-79	2-3	V
GWEP More Sounds & Syllables Level 6		
Lesson 1 p.3	3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.43-48	3-4	V
green p.36-37	4-5	V
Barnell Loft Working with Sounds		
C p.31	4	V
E p.8	4-5	V
D p.16	5	V

STRUCTUAL ANALYSIS-- PLURALS

Material	Grade level	Mode
GWEP Sounds & Symbols Level 2		
Lesson 35 p.88-90	1	V
Lesson 37,38 p.93,94	1	V
GWEP Sounds & Syllables Level 5		
Lesson 5 p.16	1-2	V
Transparency #115 (s)	1-2	V
GWEP Vowels & Varients		
Lesson 30 p.88-90 (no tape)	2	V A
Lesson 32 p.94 (no tape)	2	V A
GWEP Vowels & Varients Level 4		
Lesson 6 p.15	2	V
Lesson 22 p.64-68	2	V
Lesson 27 p.79	2	V
Lesson 28 p.82	2	V
Transparency #114 (es)	2	V
Study Scope Kit 414 set 1-4	2-3	V
SRA Spelling Lab IIA		
H-1, H-2 track 1 & 2	2-3	V
Transparency #113 (ies)	2-3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.3,6	3-4	V
red p.72-73	4	V
Barnell Loft Working with Sounds		
C p.29	4	V
D p.14	5	V
E p.6	4-5	V

STRUCTUAL ANALYSIS-- VERB ENDINGS

Material	Grade level	Mode
GWEP Sounds & Symbols Level 2		
Lesson 36 p.91,92	1	V
Lesson 38 p.95	1	V
GWEP Sounds & Syllables Level 5		
Lesson 5 p.17-18	1-2	V
Barnell Loft Working with Sounds A		
p.30-36	1-2	V TA
Webster Word Wheels wheels 15-16	1-3	V
GWEP Vowels & Varients Level 4		
Lesson 6 p.16-17	2	V
Lesson 23-26 p.69-78	2	V
Lesson 27 p.80-81	2	V
Lesson 28 p.83-84	2	V
GWEP Vowels & Varients Level 3		
Lesson 31 p.91-93 (no tape)	2	V A
Lesson 32 p.95 (no tape)	2	V A
Read & Think gd.2(1) p.14 (dup. mas.)	2	V
BRS Satellite Level E	2-3	V TA
Barnell Loft Working with Sounds B		
p.11-12	2-3	V TA
Study Scope Kit 412 set 4-7		
Kit 413 set 3	2-3	V
Webster Word Wheels wheel 15-16	2-3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.5-6	3-4	V
red p.74-75	4	V
Barnell Loft Working with Sounds		
E-13	4	A
D-21	5	V

STRUCTUAL ANALYSIS-- COMPARATIVES & SUPERLATIVES

Material	Grade level	Mode
Read & Think gd.2(2) p.13 (dup. mas.)	2	V
Webster Word Wheels wheels 18-19	2	V
Barnell Loft Working with Sounds B p.50	2-3	V TA
BRS Satellite Level E	2-3	V TA
GWEP More Sounds & Syllables Level 6		
Lesson 16 p.44-46	2-3	V
Lesson 17 p.48	2-3	V
Lesson 18 p.50	2-3	V
MacMillan Reading Spectrum Vocab. Dev. red p.76-77,78-80	3-4	V

Material	Grade level	Mode
Word order		
Scott Foresman Linguistic Blocks Pre-primer Levels 1(2), 2, Pri.		V K
Dextor Westbrook "One Too Many" Kits A & B	1-2	V
Read & Think gd.2(1) p.17 (dup. mas.)	2	V
Possessives		
Study Scope Kit 414 set 5,6,7	2-3	V
English 15 cat.154 (3M trans. mas.)	2	V
MacMillan Reading Spectrum Vocab. Dev. orange p.3	3-4	V
Transparency #117	4-6	V

STRUCTUAL ANALYSIS-- CONTRACTIONS

Material	Grade level	Mode
GWEP Vowels & Varients Level 4 Lesson 29-32 p.85-95	1-2	V
GWEP Sounds & Syllables Level 5 Lesson 5 p.19	1-2	V
Read & Think gd.2(1) p.11 (dup. mas.)	2	V
gd.2(2) p.11 (dup. mas.)	2	V
Phonics Development gd.3 p.3 (trans. & mas.)	2-3	V
Study Scope Kit 411 set 3-4,7	2-3	V
SRA Spelling Lab. IIA H-3 track 1 & 2	2-3	V
Transparency #94	2-3	V
Transparency #348	3-4	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.7-22	3-4	V
red p.61-71	3-4	V

STRUCTUAL ANALYSIS-- PREFIXES

Material	Grade level	Mode
Webster Word Wheels wheels 24-29	1-2	V
wheels 41-54	2-3	V
SRA Spelling Lab. IIA G-5 track 1 & 11	2-3	V
Phonics Development gd.2 p.22-23,28 (trans. & mas.)	2-3	V
Webster Word Wheels wheels 24-29	2-4	V
wheels 41-54	2-5	V
GWEP More Sounds & Syllables Level 6 Lesson 10-14 p.29-40	3	V
GWEP Working with Words Level 7 Lesson 5-6 p.14-18	3	V
Lesson 8 p.22	3	V
MacMillan Reading Spectrum Vocab. Dev. orange p.59-61,72-78,84-86	3-4	V
yellow p.34-45,40-46	4	V
green p.26-32	4-5	V
Barnell Loft Working with Sounds C p.48	4	V
D p.35-37	5	V
E p.28-40	4-5	V
F p.1-24	5-6	V
MacMillan Reading Spectrum Vocab. Dev. blue p.39-65	5-6	V

STRUCTUAL ANALYSIS-- SUFFIXES

Material	Grade level	Mode
Webster Word Wheels wheels 20-23	1-2	V
wheels 55-63	2-3	V
BRS Satellite Level D	2	V TA
Read & Think gd.2(2) p.14 (dup. mas.)	2	V
GWEP Sounds & Syllables Level 5		
Lesson 21 p.67-69	2	V
Lesson 24-25 p.76,78	2	V
SRA Spelling Lab IIA		
G-4 track 1 & 11	2-3	V
Phonics Development gd.3 p.24,25,28		
(trans. & mas.)	2-3	V
Webster Word Wheel wheels 20-23,55-63	2-5	V
GWEP More Sounds & Syllables Level 6		
Lesson 1 p.4	3	V
Lesson 15 p.41-43	3	V
Lesson 17 p.47	3	V
Lesson 18 p.49	3	V
GWEP Working with Words Level 7		
Lesson 7 p.19-21	3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.53-58,65-71,79-81	3-4	V
yellow p.28-33,43-46	4	V
Barnell Loft Working with Sounds		
C p.49	4	V
D p.38-43	4-5	V
E p.41-47	4-5	V
MacMillan Reading Spectrum Vocab. Dev.		
green p.33-35,47-50	4-5	V
blue p.66-77	5-6	V
Barnell Loft Working with Sounds F		
p.36-50	5-6	V

STRUCTUAL ANALYSIS-- SYLLABICATION

Material	Grade level	Mode
Study Scope Kit 413 set 2,6,7	3	V
Phonics We Use "Syllable Count"	3	A
Spelling Games Kit C "Capture"	3	A
Phonics Development gd.3 p.11,18,20,21 (trans. & mas.)	3	V
GWEP Sounds & Syllables Level 5 Lesson 33-44 p.96-127	3	A V
GWEP More Sounds & Syllables Level 6		
Lesson 4 p.10-13	3	A
Lesson 19-24 p.51-63	3	A
Lesson 20	3	A
GWEP Working with Words Level 7 Lesson 2 p.6-8	3	A
Barnell Loft Working with Sounds		
C p.35-41,43-47	4-5	V
D p.22-30,32,34,47-50	4-5	V
Barnell Loft Working with Sounds		
C p.42	4-5	A
D p.31,33	4-5	A
E p.19-21,23,25-27	4-5	V
E p.14,15,18	4-5	V A
E p.16-17,24	4-5	A

STRUCTUAL ANALYSIS-- ANTONYMS; HOMONYMS; SYNONYMS

Material	Grade level	Mode
Antonyms		
Tutorgram 6A	2	V
Read & Think gd.2(1) p.10 (dup. mas.)	2	V
gd:2(2) (dup. mas.)	2	V
Study Scope Kit 411 set 6-7	2-3	V
Dextor Westbrook "Fun With Words" A,B,C	2-3	V
GWEP More Sounds & Syllables Level 6		
Lesson 32 p.85-86	3	V
Lesson 34 p.91	3	V
Lesson 35 p.94	3	V
GWEP Working with Words Level 7		
Lesson 4 p.12	3	V
MacMillan Reading Spectrum Vocab. Dev.		
red p.98-120	3-4	V
Homonyms		
Read & Think gd.2(2) p.8 (dup. mas.)	2	V
Study Scope Kit 412 set 1-3	2-3	V
Phonics Development gd.3 p.26-27		
(trans. & mas.)	3	V
SRA Spelling Lab IIA		
Hx1a,Hx2a,Hx3a,Hx4a,Hx5a		
track 1 & 2, a & b	3	V
MacMillan Reading Spectrum Vocab. Dev.		
yellow p.116-117	4	V
Synonyms		
Tutorgram 6A	2	V K
Study Scope Kit 411 set 5-7	2-3	V
Dextor Westbrook "Fun With Words" A,B,C	2-3	V
GWEP More Sounds & Syllables Level 5		
Lesson 31 p.83-84	3	V
Lesson 34 p.91	3	V
Lesson 35 p.94	3	V

STRUCTUAL ANALYSIS--
ANTONYMS; HOMONYMS;
SYNONYMS

Material	Grade level	Mode
Synonyms		
GWEP Working with Sounds Level 7		
Lesson 4 p.12	3	V
MacMillan Reading Spectrum Vocab. Dev.		
red p.98-120	3-4	V
yellow p.118-121	4	V
purple p.2-22	5-6	V

STRUCTUAL ANALYSIS--
IDIOMS-FIGURATIVE LANG.

Material		Grade level	Mode
MacMillan Reading Spectrum Vocab. Dev.			
red	p.44-60	3-4	V
yellow	p.95-112	4	V
green	p.1-25	4-5	V
blue	p.110-128	5-6	V

Material	Grade level	Mode
Kinder Owl Books	K-1	V TA
Dextor Westbrook "We Read Sentences A 1-5	1	V
Charles E. Merrill Books "Bibs"	1	A V
Reader's Digest Skill Builder 1 pt.1	1	V TA
New Reader's Digest Skill Builder 1 pt.1	1	V TA
New Reader's Digest Skill Builder 1 plus pt.1	1	V TA
Little Owl Books	1-2	V TA
Dextor Westbrook "One Too Many" A & B	1-2	V
SRA Reading Lab. 1A, 1B, 1C	1-3	V
One to One Jr. Edition	1-4	V TA
Charles E. Merrill Book "Nicky"	2	A V
Reader's Digest Skill Builder 2 pt.1	2	V TA
Reader's Digest Skill Builder 2 pt.3	2	V
New Reader's Digest Skill Builder 2 pt.1	2	V TA
New Reading Skill Builder 2 pt.1	2	V TA
New Reader's Digest Skill Builder 2 pt.2	2	V
Classroom Library Packett Primary 2	2	V A

1. Here comes Night
2. Little Bear Bumble
3. Puppy's House
4. The Maid & her Pail of Milk
5. The Boy Who Cried Wolf
6. Snow Time
7. Fast is not a Ladybug
8. Miss Terry at the Library
9. Seven Diving Ducks
10. Jay's Big Job
11. Mr. Zip & the U.S. Mail
13. A Tiger Called Thomas
14. Benjy's Bird
15. Peanut
16. The Snake in the Carpool
18. Travelers
19. Good Bye, Bunny Bangs

Material	Grade level	Mode
Classroom Library Packett Primary 2 20. Then came Mr. Billy Barker 21. Brownies, It's Christmas 22. The Razzle Tazzle Fellow 23. Old Wind & Liu Li San 24. The Timid Dragon 25. Jokes & Riddles	2	V A
Young Owl Books	2-4	V TA
New Practice Readers A	2(2)	V T(?)A
Morgan Bay Mystery Mystery of Morgan Castle Mystery of Marble Angel	 2 2-3	 V V
L.S.I. Read for Meaning A,B	2(2)-3	V
L.S.I. Read to Know A,B	2(2)-3	V
McCall-Crabb Standard Test lesson in Rdg. A	2(2)-4	V TA
McCall-Crabb Standard Test lesson in Rdg. B	3-5	V
New Practice Readers B	3	V T(?)A
E.D.L. Ed. Film tape Lis[illegible] & Think C tape 14 p.36-37 (workbook)	3(2)-5(1)	A
New Reader's Digest Skill Builder 3 pt.1	3	V
New Reader's Digest Skill Builder 3 pt.2	3	V
New Reader's Digest Skill Builder 3 pt.3	3	V
MacMillan Reading Spectrum Reading Comp. red	3	V
Morgan Bay Mystery Mystery of the Midnight Stranger Mystery of Missing Marlin Mystery of the Musical Ghost Mystery of the Monks' Island Mystery of the Marauder's Gold Mystery of the Myrmidon's Journey	 3 3-4 3-4 3-4 4 4	 V V V V V
Wise Owl Books	4-6	TA
New Practice Readers Webster C	4	V T (story only)
SRA Lab IIA	4	V

Material	Grade level	Mode
McCall-Crabbs C	4	V
Reader's Digest		
Eskimo	4(1)	V TA
Baseball	4(1)	V TA
Clown	4(2)	V TA
Readings (yellow cover)	4-6	V TA
MacMillan Reading Spectrum Reading Comp.		
orange	4	V
yellow	4-5	V
green	5	V
New Practice Readers Webster D	5	V T (story only)
SRA Lab IIB	5	V
McCall-Crabbs D	5	V
E.D.L. Science E-10	5	V
Reader's Digest		
Boat/Storm	5(1)	V TA
Airport	5(2)	V TA
Falls	6(1)	V TA
Skiing	6(2)	V TA
New Practice Readers Webster E	6	V T (story only)
SRA Lab IIC	6	V
McCall-Crabbs E	6-7	V
E.D.L. Science G-3	6-7	V
G-10	6-7	V
Mac Millan Reading Spectrum Reading Comp.		
blue	6	V
purple	7	V
E.D.L. Science H-1	7	V
I-1	7-8	V
New Practice Readers Webster F	7	V T (story only)
G	8	V T (story only)
E.D.L. Social Studies HH-7	7-8	V
II-1	7-8	V

Material	Grade level	Mode
Webster Reading Skills Cards		
set A	2(1)	V
set B	2(2)	V
set C	3(1)	V
set D	3(2)	V
set E	4	V
set F	4(2)	V
set G	5	V

Pilot Library S.R.A. IIa (Note: All the following materials are visual)

Grade 3

1. Tom Benn and Blackbeard
2. Who Can It Be?
3. Mr. Meeker Heads West
41. Batter Up!
42. Pete's Dog
43. Lina and the Storks
44. The Tale of William Tell
45. Mooneyed Hound

Grade 4

4. For Sale: Razburyaide
5. The World of Rocks
6. The Last Little Cat
7. Why?
8. Discovering Dinosaurs
9. Pirate Waters
10. Eddie and His Cats
11. Sudden Mary
12. Kickapoo
13. Crazy About Boats
14. Billy's Raccoon
15. Yound Kit Carson
21. Squanto: Friend of the White Men
22. Horse Sense
23. Little Pear
24. A Pocketful of Poems

Grade 5

16. The Snake That Went to School
17. Meet Mr. Snake
18. Christmas in the Little House
19. Plant Wizard
20. Whitey Ropes and Rides
25. Ribsy and P.T.A.
26. The Mayflower
27. Freddy the Detective
28. Indian Brother
29. Fiery Furnace
30. Peddler's Boy
31. The Fairy Tale Tree
32. Long Hunter
33. Small but Wiry
34. Owls in the Family
35. Brave Jimmy Stone

Pilot Library S.R.A. IIa (Note: All the following materials are visual)

Grade 6

36. Stuart Little
37. Man on the Moon
38. Bruno Finds A Friend
39. Balloons Fly High
40. The Cat Who Went to Heaven
46. The Cricket in Times Square
47. Keo the Cave Boy
48. A Short Book of Tall Tales
49. Cape Cod Adventure
50. Cougar
51. Mr. Popper's Penguin
52. Henry Ford's Dream
53. Simba of the White Mane
54. The Story of the Ice Age
57. Abe Lincoln's Chance
58. "Awkward" Archibald

Grade 7

55. Lady with a Lamp
56. Pinocchio
59. Avalanche!
60. The New Girl
61. Inner Space
62. The Young Balloonist
63. Remarkable Pippi
64. Northwest Adventure
67. The Sensational Scent and the Cosmic Comic
68. The Space Ship Under the Apple Tree

Grade 8

66. The Spirit of '76
69. Pioneers in Medicine
70. I.S.A.A.C. (Independent Saturday Afternoon Adventure Club)
71. Submarines
72. The Magic Bed Knob

Pilot Library S.R.A. IIb (Note: All the following materials are visual)

Grade 4

1. The Mad Elephant
2. Mastermind
3. Dragon in the Hills
4. Detective with a Cold Nose
5. The Mysterious Creek
6. Eddie, The Bargain Hunter
9. Limericks and Riddles
10. A Sword for the Colonies

Grade 5

7. Your Trip into Space
8. Gavins Promise
11. Hannah Learns a Lesson
12. Woodenhead
13. Animal Parade
14. Spooks and Scoundrals
15. Racing the Flood
16. Slave Revolt
21. Terror of the Caribbean
22. Forbidden Cave
23. Penny and the New Boy
24. The Deep-Sea Divers
25. Warning! Henry Reed is Here!
26. Doctor Dolittle for the Defense

Grade 6

18. Games You'll Like
19. Matthew Looney, Moonboy
20. Trouble at Wilson High
27. Batter Up!
28. Raising a Polar Bear
29. Do Your Best
30. Clever Clowns of the Sea
31. Listen to Our Songs
32. The Stolen Swords
33. Artic Search Party
34. Carmen's New Home
35. Mystery in Nantucket
36. Here Come the Tin Men
41. Trap for the Wild Birds
42. On to Mexico
43. The Great Champions
44. Black Beauty
45. Wonders Everywhere
46. To the Pirate Hideaway

Pilot Library S.R.A. IIb (Note: All the following materials are visual)

Grade 7

37. Adopted Brave
38. Story-Telling Sarah
39. Captured
40. Alice in Wonderland
47. Americans in Rhyme
48. Movers of Mountains and Seas
49. Freedom's Teacher
50. The Castaways
51. Wildlife by the Window
52. Race to Shanghai
53. A Family for Joe
54. They Vanished at Sea
57. Fun with Coins
58. F.D.R!

Grade 8

55. The Headless Horsemen
56. Cold Steel in the Cabin
59. The End of Monsieur
60. Revolt of the Pushcarts
61. Tigerwoman and Other Tales
62. Secret Beyond the Hedge
63. The Measuring Men
64. Slave to the Great Painter
66. Invasion from Mars
67. Danger of the Trail
68. Building the Giant Wheel
69. The Incredible Mr. Toad
70. The Burden Bearer
71. Fearful Tales
72. Jo & the Boy Next Door

Pilot Library S.R.A. IIc (Note: All the following materials are visual)

Grade 4

1. The Burro of Barnegat Road
2. Boy on the Sheep Trail
3. Nickels and Dimes
4. Clarence
5. Massacree!
6. The Enormous Egg
7. Flood at River Bend
11. Buffalo Brother
12. A Very Special Donkey
13. Midshipman Maury

Grade 5

8. Lincoln in the White House
9. Underwater Adventure
10. The Making of a Champion
14. Who Lives in a Cave?
15. Experiments with Electricity
16. Farmer Boy
17. The Canterbury Tales
18. The Boy Who Was Afraid
19. Man Leaves the Earth
20. Lure of the Frozen North
25. Tomahawks and Trouble
26. Hurry Home, Candy
27. Young Man in a Hurry
28. A Dog for Jimmy
29. Casey Jones
30. Putting on a Play: The Reluctant Dragon

Grade 6

21. All Kinds of Ants
22. Siege of the Alamo
23. The Five Senses
24. Birth and Death of Volcanoes
31. Gay-Neck: The Story of a Pigeon
32. Disaster Island
33. Meat-Eating Mammals
34. Escape from a Whaler
35. The Story of Alaska
36. Blood for Life
37. Vinnie Ream and Mr. Lincoln
38. What a Brain!
39. Space Travel
40. Champions Don't Cry
45. The Earthquake
46. Famous Horses
47. Shipping "Dynamite"
48. Tales of High Africa

Pilot Library S.R.A. IIc (Note: All the following materials are visual)

Grade 7

41. Firebrand of the Revolution
42. Electrical Wizard
43. Beyond Endurance
44. Plant Hunter in Siberia
49. How Old Is It?
50. Apache Warpath
51. Science of the Heavens
52. Mountains in the Sea
53. Jefferson: Man of Many Talents
54. Americans on the Move
55. Call of the Mountain
57. Alfred Takes Over
58. Jenny Lind, Queen of Song
59. The Exciting Story of Money
60. Leper's Oil
61. Wildlife All Around Us

Grade 8

56. Man's Greatest Adventure
62. Wings over the Fleet
63. Testing Man for Space
64. The Hayloft Inventor
67. Test Pilot
68. One-Girl Team
69. Pirates of the Atlantic Coast

Grade 9

65. Mark Twain Goes West
66. The Great River
70. Man and Power
71. Antarctic Scout
72. Beyond the Sky

(Note: All the following materials are visual)

(Note: designed for 4-6 remedial students)

Material	Grade level
Benefic Press	
Cowboy on the Trail	2(1)
Cowboy Soldier	2(2)
Deep-Sea Adventure Series	
The Sea Hunt	2(2)
Treasure Under the Sea	3(1)
Submarine Rescue	3(2)
Pearl Divers	3(2)
Frogmen in Action	4
Danger Below	4(2)
Whale Hunt	4(2)
Rocket Divers	4(2)
Checkered Flag Series (filmstrip per book)	
Wheels	3(2)
Riddler	3(2)
Bearcat	3(2)
Smashup	4
Scramble	4
Flea	4
Grand Prix	4(2)
500	4(2)
Reading Motivated Series	
Desert Treasure	5
Mysterious Swamp Rider	5
Secret of Lonesome Valley	5(2)
Adventures in Apacheland	5(2)

COMP.--MAIN IDEA

Material	Grade level	Mode
Universal Reading Bell & Howell (dup. mas.)	1	V
Creative Reading Prog. Level 1 "We Read A-Z"	1	V A
Creative Reading Prog. Level 1 "Peter's Chair"	1-2	V A
Creative Reading Prog. Level 2 "Bedtime for Francis"	1-2	V A
"Be Nice to Spiders"	1-2	V A
Barnell Loft Getting the Main Idea	1-6	V TA
Read & Think gd.2(1) p.28 (dup. mas.)	2	V
E.D.L. Ed. Film tape Listen & Think C tape 2 p.10-11 (workbook)	3(2)-5(1)	A
E.D.L. Science C-3	3(2)	V
E.D.L. Social Studies CC-1	3(2)	V
CC-2	3(2)	V
DD-6	4(2)	V
DD-9	4(2)	V
E.D.L. Science D-9	4(2)	V
SRA Listening Skill tapes 2A-7 & 8	4-5	A
2B-5	4-5	A
2C-3	4-5	A
L.S.I. Reading Interpretation I C-D p.23	4-5	V
II C-D p.60	4-5	V
Barnell Loft Getting the Main Idea C-F	4-7	V TA
E.D.L. Social Studies EE-2	5	V
EE-10	5	V
L.S.I. Reading Interpretation I E-F p.25,41,61,87,107,123	5-6	V
II E-F p.25,41,61,87,107,126	5-6	V
Allyn & Bacon Information Retrieval III p.73-74	5-6	V
E.D.L. Social Studies GG-1,GG-3,GG-7	6-7	V
E.D.L Science F-10	6	V
H-4	7	V
I-8	7-8	V
E.D.L. Social Studies HH-4, II-7	7-8	V

COMP.--SENSING MOODS
EMOTIONAL REACTIONS
CHARACTER TRAITS

Material	Grade level	Mode
Sensing moods		
SRA Listening Skill tapes 2A-10	5-6	A
2B-10	6	A
2C-7 & 8	6	A
Emotional reactions		
Creative Rdg. Prog. Level 2 "Here Comes That Strike Out"	1-2	V A
Read & Think gd.2 p.24 (dup. mas.)	2	V
Character traits		
E.D.L. Ed. Film tapes Listen & Think C		
tape 10 p.28-29 (workbook)	3(2)-5(1)	A
tape 12 p.32-33 (workbook)	3(2)-5(1)	A

COMP.--SEQUENCE

Material	Grade level	Mode
Creative Reading Prog. Level 1		
"Conrad's Castle"	1-2	V A
"The Star and George"	1-2	V A
"The Little Giant"	1-2	V A
"Push Kitty"	1-2	V A
Creative Reading Prog. Level 2		
"Bedtime for Francis"	1-2	V A
"Little Bear's Visit"	1-2	V A
"That Mean Man"	1-2	V A
"Be Nice to Spiders"	1-2	V A
Read & Think gd.2(1) p.30 (dup. mas.)	2	V
Read & Think gd.2(2) p.28 (dup. mas.)	2	V
E.D.L. Science C-6	3(2)	V
E.D.L. Social Studies CC-4	3(2)	V
E.D.L. Ed. Film tape Listen & Think C tape 3 p.12-13 (workbook)	3(2)-5(1)	A
SRA Listening Skill tape		
2A-5 & 6	3-4	A
2C-2	3-4	A
2B-4	4-5	A
Reader's Digest Advanced Practice Pad p.92-94	4-5	V
E.D.L. Social Studies EE-4	5	V
FF-3	5-6	V
E.D.L. Science F-3	6	V
E.D.L. Social Studies GG-9	6-7	V
HH-3	7-8	V
E.D.L. Science I-3	7-8	V

(Note: All Newberry Award Recordings take 2 reading periods. Teacher directed)

Material	Grade level	Mode
Creative Rdg. Prog. Level 1 "Push Kitty"	1-2	V A
Creative Rdg. Prog. Level 2 "Little Bear's Visit"	1-2	V A
Read & Think gd.2(1) p.20,22 (dup. mas.)	2	V
E.D.L. Science 3-10	3(2)	V
E.D.L. Ed. Film tape Listen & Think C tape 13 p.34-35 (workbook)	3(2)-5(1)	A
Junior R.F.U. Kit	3-8	V TA
Newberry Award Recording		
"Caddie Woodlawn" TC-3	4-6	A/G
"Thimble Summer" TC-16	4-6	A/G
"Wheel on the School" TC-4 (story poor)	5	A/G
"Ginger Pye" TC-6	5	A/G
"Amos Fortune, freeman" TC-11	5	A/G
"The Witch of Blackbird Pond" TC-14	5	A/P
"The Matchlock Gun"TC-7 (story poor)	5-6	A/G
"Johnny Tremain" TC-10	5-6	A/G
"The Cat who went to Heaven" TC-13	5-6	A/G
"From the Mix-up Files of Mrs. Basil E. Frankweiler" TC-17	5-6	A/G
"Sounder" TC-18	5-6	A/G
E.D.L. Social Studies EE-7	5	V
FF-1	5-6	V
L.S.I. Reading Interpretation		
I E-F p.45,63,66,85,86,121,125 141,147	5-6	V
II E-F p.45,63,66,83,85,103,105, 121,125,141,147	6-7	V
E.D.L. Social Studies GG-4	6-7	V
SRA Listening Skill tape 2A-11	6	A
Newberry Award Recording		
"Call it Courage" TC-1	6	A/G
"It's Like This, Cat" TC-2	6	A/G
"Door in the Wall" TC-9	6	A/G
"Invincible Louisa" TC-15 (story poor)	6	A/P
"Shadow of a Bull" TC-12	6-7	A/G

COMP.--INFERENCE

Material	Grade level	Mode
Newberry Award Recording		
"Tales from Silver Lands" TC-8	6-7	A/G
"Trumpeter of Krakow" TC-5	7-8	A/G
SRA Listening Skill tapes		
2B-12	7	A
2C-11 & 12	8	A

Material	Grade level	Mode
Plot Identification		
E.D.L. Ed. Film tapes Listen & Think C tape 11 p.30-31 (workbook)	3(2)-5(1)	A
Predicting Outcomes		
Creative Rdg. Prog. Level 2 "Julius"	1-2	V A
Barnell Loft Drawing Conclusions A-C	1-3	V TA
Read & Think gd.2(2) p.26 (dup. mas.)	2	V
E.D.L. Ed. Film tapes Listen & Think C tape 7 p.20-21 (workbook)	3(2)-5(1)	A
L.S.I. Reading Interpretation I E-F p.65	5-6	V
Interpreting Illus.		
Read & Think gd.2(1) p.19	2	V
Read & Think gd.2(2) p.21	2	V
E.D.L. Reference CCC-4	3(2)	V
SRA Graph & Picture Kit (photos, cartoons)	5-6	V
E.D.L. Social Studies II-9	7-8	V

Material	Grade level	Mode
Read & Think gd.2(2) p.17 (dup. mas.)	2	V
Study Scope Kit 401 set 1-7	Readiness	V
Read & Think gd.2(1) p.5,21 (dup. mas)	2	V
Read & Think gd.2(2) p.6,18,19 (dup. mas.)	2	V
R.F.U. Jr. salmon 1-10	2-3	V
pink	2-3	V
purple	2-3	V
MacMillan Reading Spectrum Vocab. Dev.		
orange p.23-34	3-4	V
red p.1-22	3-4	V
L.S.I. Reading Interpretation I C-D p.85	4	V
Allyn & Bacon Information Retrieval		
II p.65	4-5	V
III p.55	5-6	V
E.D.L. Social Studies FF-2	5-6	V
HH-8	7-8	V

Material	Grade level	Mode
Read & Think gd.2(2) p.20 (dup. mas.)	2	V
E.D.L. Ed. Film tape Listen & Think C tape 6 p.18-19 (workbook)	3(2)-5(1)	A
E.D.L. Science C-4	3(2)	V
D-4	4(2)	V
D-10	4(2)	V
E.D.L. Social Studies DD-7	4(2)	V
E.D.L. Science E-1	5	V
L.S.I. Reading Interpretation		
I E-F p.101,127,146	5-6	V
II E-F p.127,146,143	5-6	V
SRA Listening Skill tapes		
2A-9	5-6	A
2B-8 & 9	5-6	A
2C-6	6	A
E.D.L. Science F-2	6	V
F-4	6	V
G-1	6-7	V
H-3	7	V
I-5	7-8	V
E.D.L. Social Studies II-3	7-8	V

COMP.--REALITY OR FANTASY
FACT OR OPINION

Material	Grade level	Mode
Reality or Fantasy		
Creative Reading Prog. Level 1 "The Star and George"	1-2	V A
Creative Reading Prog. Level 2 "Julius"	1-2	V A
L.S.I. Reading Interpretation II C-D p.24,71,99,128	4	V
Fact or Opinion		
E.D.L. Ed. Film tape Listen &Think C tape 15 p.38-39 (workbook)	3(2)-5(1)	A
E.D.L. Science D-8	4(2)	V
Allyn & Bacon Information Retrieval		
I p.75	4	V
II p.75	4-5	V
III p.72	5-6	V
E.D.L. Social Studies GG-5	5-6	V
E.D.L. Science F-9	6	V
SRA Listening Skill tapes		
2A-12	6	A
2B-11	7	A
2C-9 & 10	7	A

Material		COMP.--ADEQUACY OF VALIDITY Grade level	Mode
E.D.L. Science	C-8	3(2)	V
E.D.L. Social Studies	CC-3	3(2)	V
	DD-5	4(2)	V
E.D.L. Science	D-6	4(2)	V
E.D.L. Social Studies	EE-1	5	V
	FF-10	5-6	V
E.D.L. Science	F-7	6	V
	G-9	6-7	V
	H-5	7	V
	I-2	7-8	V
	I-10	7-8	V
E.D.L. Social Studies	HH-1	7-8	V
	II-2	7-8	V

Material	Grade level	Mode
Study Scope Kit 402 set 1-7	Readiness	V
Read & Think gd.2(2) p.10 (dup. mas.)	2	V
E.D.L. Ed. Film tape Listen & Think C tape 5 p.16-17 (workbook)	3(2)-5(1)	A
E.D.L. Social Studies CC-7	3(2)	V
E.D.L. Science C-9	3(2)	V
D-7	4(2)	V
E-4	5	V
E.D.L. Social Studies FF-6	5-6	V
E.D.L. Science G-4	6-7	V
I-6	7-8	V
E.D.L. Social Studies HH-6	7-8	V

COMP.--DETAILS

Material	Grade level	Mode
Creative Rdg. Prog. Level 1 "We Read A-Z"	1	V A
Universal Reading Bell & Howell	1	V
Creative Rdg. Prog.Level 1 "Peter's Chair"	1-2	V A
Creative Rdg. Prog. Level 2 "That Mean Man"	1-2	V A
Barnell Loft Getting the Facts	1-6	V TA
Barnell Loft Locating the Answer	1-6	V TA
Read & Think gd.2(1) p.27,29	2	V
Read & Think gd.2(2) p.19,27,29,30	2	V
E.D.L. Social Studies DD-3	4(2)	V
SRA Listening Skill tapes		
2A-7 & 8	4-5	A
2B-5	4-5	A
2C-3	4-5	A
L.S.I. Reading Interpretation		
I C-D p.25,26,43,46,58	4-5	V
II C-D p.38,57,79,113	4-5	V
Barnell Loft Getting the Facts C-F	4-7	V TA
Barnell Loft Locating the Answer	4-7	V TA
L.S.I. Reading Interpretation		
I E-F p.83,103,106,126	5-6	V
II E-F p.86,106,123	5-6	V
E.D.L. Social Studies II-7	7-8	V

Material	Grade level	Mode
E.D.L. Science C-2	3(2)	V
E.D.L. Social Studies CC-5	3(2)	V
E.D.L. Ed. Film tape Listen & Think C		
tape 8 p.22-23 (workbook)	3(2)-5(1)	A
tape 9 p.24-27 (workbook)	3(2)-5(1)	A
L.S.I. Reading Interpretation		
I C-D p.63,67,101,139	4	V
E.D.L. Science D-2	4(2)	V
E.D.L. Social Studies DD-4	4(2)	V TA
L.S.I. Reading Interpretations		
II C-D p.136	5	V
E.D.L. Science E-6	5	V
H-9	6	V
SRA Listening Skill tape		
2A-10	5-6	A
2B-10	6	A
2C-7 & 8	6	A
E.D.L. Social Studies II-6	7-8	V

Material	Grade level	Mode
GWEP Sounds & Symbols Level 2 Lesson 5-11 p.15-32	K-1	V K
Creative Reading Prog. Level 1 "Reading A-Z"	1	V A
L.S.I. Reference Skills First Book A-B Lesson 103,105,114	2(2)-3	V
L.S.I. Reference Skills C-D Lesson 3,7,10,19	3	V
GWEP More Sounds & Syllables Level 6 Lesson 25 p.67-68	3	V
E.D.L. Reference CCC-6	3(2)	V
Allyn & Bacon Information Retrieval I p.1-12	4	V
II p.1-2	4	V
E.D.L. Reference DDD-1	4(2)	V
EEE-1	5	V
Allyn & Bacon Information Retrieval III p.1-2	5	V
E.D.L. Reference GGG-1	6-7	V

STUDY SKILLS--PARTS OF A BOOK

Material	Grade level	Mode
L.S.I. Reference Skills First Book A-B Lesson 5,21,28,38,59,52,44, 33,51,41,47	2(2)	V
Glossary		
E.D.L. Reference CCC-10	3(2)	V
DDD-7	4(2)	V
EEE-6	5	V
Table of Contents		
L.S.I. Reference Skills A-B p.41,44,47,51	2(2)-3	V
E.D.L. Reference CCC-2	3(2)	V
DDD-4	4(2)	V
Allyn & Bacon Information Retrieval I p.42-44,47	4	V
Reader's Digest Advanced Practice Pad p.85	4-5	V
L.S.I. Reference Skills C-D p.82,84,86,88	4-5	V
E.D.L. Reference EEE-2	5	V
FFF-3	6	V
Index		
E.D.L. Reference CCC-8	3(2)	V
L.S.I. Reference Skills A-B p.52,59	2(2)-3	V
E.D.L. Reference DDD-8	4(2)	V
Allyn & Bacon Information Retrieval I p.45,46,69	4	V
II p.37	4-5	V
Reader's Digest Advanced Practice Pad p.86	4-5	V
L.S.I. Reference Skills C-D p.127,131,133	4-5	V
Allyn & Bacon Information Retrieval III p.28	5-6	V
E.D.L. Reference EEE-5	5	V
FFF-4	6	V
GGG-2	6-7	V

STUDY SKILLS--DICTIONARY

Material	Grade level	Mode
Read & Think gd.2(2) p.15 (dup. mas.)	2	V
GWEP More Sounds & Syllables Level 6		
Lesson 24 p.64-65	3	V
Lesson 26-29 p.69-80	3	V
GWEP Working with Words		
Lesson 3 p.9-10		
E.D.L. Reference CCC-7	3(2)	V
MacMillan Reading Spectrum Vocab. Dev.		
(mult. meaning) red p.83-97	3-4	V
orange p.88-128	3-4	V
MacMillan Reading Spectrum Vocab. Dev.		
yellow p.47-94	4	V
Reader's Digest Advanced Practice Pad p.71-78	4	V
Allyn & Bacon Information Retrieval I p.13-40	4	V
E.D.L. Reference DDD-5,6	4(2)	V
L.S.I. Reference Skills Dictionary		
C-D p.29-31	4-5	V
MacMillan Reading Spectrum Vocab. Dev.		
green p.76-88,105-111	4-5	V
Allyn & Bacon Information Retrieval II p.3-35	4-5	V
Transparency General Skills #23	4-6	V
MacMillan Reading Spectrum Vocab. Dev.		
purple p.49-69	5-6	V
blue p.101-109	5-6	V
Allyn & Bacon Information Retrieval III p.3-26	5-6	V
L.S.I. Reference Skills Dictionary E-F	5-6	V
E.D.L. Reference FFF-8	6	V
GGG-8 & 9	6-7	V
HHH-6 & 7	7-8	V
III-9	7-8	V
III-10 (Biographical)	7-8	V

STUDY SKILLS--ENCYCLOPEDIA

Material	Grade level	Mode
Allyn & Bacon Information Retrieval		
I p.48-49	4	V
II p.40	4-5	V
Reader's Digest Advanced Practice Pad p.90	4-5	V
Transparency General Skills #24	4-5	V
L.S.I. Reference Skills		
C-D p.13,22	4-5	V
E.D.L. Reference EEE-9	5	V
FFF-7	6	V

Material	Grade level	Mode
Allyn & Bacon Information Retrieval		
I p.50-62	4	V
I p.69-74,76,79-80 (Reference skills)	4-5	V
II p.66-70,76-80	4-5	V
L.S.I. Reference Skills (Card Catalog)		
C-D p.25,41,44,45,48,52,54,58,66,72	4-5	V
L.S.I. Reference Skills (Decimal class.)		
C-D p.69,78,80	4-5	V
Transparency #26,27(Catalog Card)	4-6	V
#28 (Cross reference card)	4-6	V
#29 (Filing card)	4-6	V
#30 (Arrangement in card catalog)	4-6	V
#31 (Dewey Decimal system)	4-6	V
#32 (sample)	4-6	V
#33 (900 History)	4-6	V
#34 (Biography)	4-6	V
#35 (Call numbers)	4-6	V
Learning Systems tapes (all have worksheets)		
TC-48 (Touring your Library)	4-6	V A
TC-49 (The book collection)	4-6	V A
TC-50 (Finding fiction)	4-6	V A
TC-51 (Classification system)	4-6	V A
TC-52 (More about Dewey Decimal)	4-6	V A
TC-53 (Finding books with D.D.)	4-6	V A
TC-54 (Parts of a book)	4-6	V A
TC-55 (Fiction or non-fiction)	4-6	V A
TC-56 (Card catalog)	4-6	V A
TC-57 (Other materials in library)	4-6	V A
Allyn & Bacon Information Retrieval		
II p.40-57	5	V
III p.30-56	5-6	V
III p.62,69,75-80 (Reference Skills)	5-6	V
E.D.L. Social Studies Reference FF-7	5-6	V
E.D.L. Reference EEE-8 (card catalog)	5	V
FFF-5 (card catalog)	6	V
FFF-6 (decimal class.)	6	V
EEE-7 (Biblo.)	6	V
FFF-9 (Almanac)	6	V
GGG-10 (Decimal class.)	6-7	V
HHH-9 (Decimal class.)	7-8	V
HHH-10 (Reader's guide)	7-8	V
III-2 (Biblo.)	7-8	V
III-3 (Footnotes)	7-8	V

Material	Grade level	Mode
Barnell Loft Following Directions A-B	1-3	V TA
Read & Think gd.2(1) p.7 (dup. mas.)	2	V
Read & Think gd.2(2) p.1,2 (dup. mas.)	2	V
L.S.I. Following Directions A-B	2(2)-3	V
E.D.L. Science C-1	3(2)	V
SRA Listening Skills 2A tape 4	3-4	A
SRA Listening Skills 2B tape 3	3-4	A
L.S.I. Following Directions C-D	4-5	V
Barnell Loft Following Directions C-D	4-6	V
L.S.I. Following Directions E-F	5-6	V
L.S.I. Following Directions G	6-7	V

Material	Grade level	Mode
Read & Think gd.2(1) p.26	2	V
Read & Think gd.2(2) p.25	2	V
GWEP More Sounds & Syllables Level 6		
Lesson 30 p.81-82	3	V
Lesson 34 p.90	3	V
Lesson 35 p.93	3	V
GWEP Working with Words Level 7		
Lesson 4 p.11	3	V
Barnell Loft Drawing Conclusions C-F	4-7	V TA
E.D.L. Social Studies GG-8	6-7	V
HH-10	7-8	V
II-10	7-8	V

STUDY SKILLS--NOTE TAKING
SUMMARIZING
OUTLINING

Material	Grade level	Mode
Note taking		
Allyn & Bacon Information Retrieval		
I p.73-74	4	V
II p.72	4-5	V
III p.63-64	5-6	V
SRA Listening Skill tapes 2B-6	5-6	A
2C-4	5-6	A
Summarizing		
E.D.L. Science C-5	3(2)	V
E.D.L. Ed. Film tape Listen & Think C tape 4 p.14-15 (workbook)	3(2)-5(1)	A
E.D.L. Science D-1	4(2)	V
D-5	4(2)	V
E.D.L. Social Studies DD-10	4(2)	V
EE-6	5	V
E.D.L. Science E-3	5	V
E-5	5	V
SRA Listening Skill tapes 2B-7	5-6	A
2C-5	5-6	A
E.D.L. Social Studies FF-5	5-6	V
GG-2	6-7	V
E.D.L. Science G-7	6-7	V
G-8	6-7	V
H-2	7	V
H-7	7	V
I-4	7-8	V
E.D.L. Social Studies HH-5	7-8	V
II-4	7-8	V
Outlining		
E.D.L. Social Studies CC-6	3(2)	V
CC-9	3(2)	V
DD-1	4(2)	V
E.D.L. Science D-3	4(2)	V
Allyn & Bacon Information Retrieval I p.77-78	4	V
II p.72-74	4-5	V
III p.64-68	5-6	V

STUDY SKILLS--NOTE TAKING
SUMMARIZING
OUTLINING

Material		Grade level	Mode
Outlining			
E.D.L. Science	E-7	5	V
	E-9	5	V
	E-2	5	V
E.D.L. Social Studies	EE-5	5	V
	EE-8	5	V
	EE-9	5	V
	FF-4	5-6	V
Reader's Digest Advanced Practice Pad p.82-84		5-6	V
E.D.L. Science	F-1	6	V
	F-8	6	V
	G-2	6-7	V
E.D.L. Social Studies	GG-6	6-7	V
	II-5	7-8	V

Material	Grade level	Mode
L.S.I. Reference Skills A-B p.122,129,139 (street map reading)	2(2)-3	V
E.D.L. Reference CCC-5	3(2)	V
DDD-9	4(2)	V
E.D.L. Social Studies DD-8	4(2)	V
L.S.I. Reference Skills C-D p.114,115,118	4-5	V
Transparency #359 (Topography)	4-5	V
#360 (Elevation)	4-5	V
#361 (Scale)	4-5	V
Allyn & Bacon Information Retrieval I p.63-66	4-5	V
II p.58-59,60,62	4-5	V
Transparency #356 (Meridians)	4-6	V
#362 (Key & Index)	4-6	V
E.D.L. Reference EEE-10 (Atlas)	5	V
E.D.L. Social Studies FF-9	5-6	V
Transparency #357 (Intro. Lat. & Long.)	5-6	V
#358 (Lat. & Long.)	5(2)-6	V
S.R.A. Map & Globe Kit	5-6	V
Allyn & Bacon Information Retrieval III p.51,53,54,56,60	5-6	V
E.D.L. Social Studies GG-10	6-7	V
E.D.L. Reference GGG-7 (Lat. & Long.)	6-7	V
E.D.L. Reference HHH-8 (Weather map)	7-8	V

Material	Grade level	Mode
Graphs		
L.S.I. Reference Skills A-B p.121,133	2(2)	V
Allyn & Bacon Information Retrieval I p.68	4	V
II p.63,64	4-5	V
L.S.I. Reference Skills C-D p.90,93,101,102,105,109	4-5	V
Allyn & Bacon Information Retrieval III p.58-59	5-6	V
S.R.A. Graph & Picture Kit circle, bar, line, picture	5-6	V
E.D.L. Reference FFF-10	6	V
GGG-3,4	6-7	V
HHH-2,3	7-8	V
III-5,6,7	7-8	V
E.D.L. Social Studies HH-9	7-8	V
II-8	7-8	V
Charts		
E.D.L. Social Studies CC-8	3(2)	V
CC-10	3(2)	V
E.D.L. Science C-7	3(2)	V
Allyn & Bacon Information Retrieval I p.67	4	V
II p.61,62	4-5	V
E.D.L. Science E-8	5	V
E.D.L. Social Studies EE-3	5	V
S.R.A. Graph & Picture Kit charts & diagrams	5-6	V
Allyn & Bacon Information Retrieval III p.52,57,60	5-6	V
E.D.L. Science F-6	6	V
G-5	6-7	V
H-6,10	7	V
I-7,9	7-8	V

Material	Grade level	Mode
E.D.L. Reference CCC-9	3(2)	V
S.R.A. Graph & Picture Kit charts & diagrams	5-6	V
E.D.L. Social Studies FF-8	5-6	V
E.D.L. Science E-5	6	V
E.D.L. Reference GGG-5	6-7	V
HHH-4	7-8	V
III-8	7-8	V
E.D.L. Social Studies HH-2	7-8	V

READING READINESS
GENERAL PHONICS
SERIES CORRELATION CHART
WORD ATTACK
INITIAL CONSONANTS
FINAL CONSONANTS
TWIN CONSONANTS--MEDIAL CONSONANTS
CONSONANT BLENDS
CONSONANT DIAGRAPHS
CONSONANT BLENDS & DIAGRAPHS, INTER.
LONG VOWELS & y
SHORT VOWELS
VOWELS INTER. LONG & SHORT
VOWELS CONTROLLED BY "R" "L" & "W"
VOWEL DIPHTHONG--VOWEL DIAGRAPHS--DIPHTHONG (ar,or,er,ir)
"SCHWA"
HARD & SOFT c & g
CONTEXT CLUES
SIGHT WORDS--PICTURE CLUES
SILENT LETTERS
WORD PATTERNS--GRAPHEMES--RHYMING WORDS
STRUCTUAL ANALYSIS
COMPOUND WORDS--ROOT WORDS
DOUBLING FINAL CONSONANTS--DROPPING FINAL "e"
CHANGING "f" to "v"--CHANGING "y" to "i"
PLURALS
VERB ENDINGS
COMPARATIVES & SUPERLATIVES
WORD ORDER--POSSESSIVES
CONTRACTIONS
PREFIXES
SUFFIXES
SYLLABICATION
ANTONYMS--HOMONYMS--SYNONYMS
IDIOMS--FIGURATIVE LANG.
COMPREHENSION
GENERAL SKILLS
MAIN IDEA
SENSING MOODS--EMOTIONAL REACTIONS--CHARACTER TRAITS
SEQUENCE
INFERENCE
PLOT IDENTIFICATION--PREDICTING OUTCOMES--INTERPRETING ILLUS.
TIME;PLACE;RELATIONSHIP
CAUSE & EFFECT
REALITY OR FANTASY--FACT OR FICTION
ADEQUACY OF VALIDITY
COMPARISONS
DETAILS
IMAGERY
STUDY SKILLS
ALPHABETICAL ORDER
PARTS OF A BOOK
DICTIONARY

STUDY SKILLS
ENCYCLOPEDIA
LIBRARY
FOLLOWING DIRECTIONS
DRAWING CONCLUSIONS
NOTE TAKING--SUMMARIZING--OUTLINING
MAPS & GLOBES
GRAPHS--CHARTS
DIAGRAMS

PART V

Report and Analysis of the Perceptual Test Battery

The Perceptual Test Battery is made up of seven sub-scales, three in the auditory mode, four in the visual. The following shows the distribution by perceptual areas tested.

Sub-scales of the PTB

Auditory Modality	Visual Modality
1. Discrimination (sounds)	1. Discrimination (forms)
2. Memory (words)	2. Memory (forms)
3. Sequencing (numbers)	3. Sequencing (train)
	4. Orientation (forms)*

*Two orientation tests are included. The primary form is used for children up to 8 years of age; the advanced form is used for children 8 years and older.

All sub-scales are designed to be used individually with instructions and auditory test stimuli spoken by the examiner. Each sub-scale has sufficient practice items to insure understanding the specific task. Where such understanding cannot be achieved, the examiner should note that fact and go on to the next sub-test.

The order of presentation of the sub-scales has not been found to effect the results obtained. The most commonly followed pattern is to present the visual tests first, and the auditory sub-tests last. However, in the interest of maintaining attention, some examiners have altered the order of presentation so that the sub-tests of the two modalities are given alternately.

Since the major focus of the Battery is on sensory perception, any alteration of instructions is permissible that does not include actual reporduction of the test items.

The Individual Sub-scales

A. 1 Auditory Discrimination (phonemic)

This is the original test of the Battery. It was first published in its present form in 1958 and has been widely used as an individual test of auditory perception.

Auditory Discrimination as assessed by this test is defined as the individual's perceptual processing of aural signals (heard speech) contrasting each phoneme heard with each other phoneme so that even the finest differences between sounds can be separately distinguished. Research has demonstrated that the ability to discriminate sound differences is developmental in nature; i.e., the ability improves with age in some children as late as the eighth year of life. The ability to discriminate spoken sounds provides the basis for (1) the individual's formulation of verbal symbols in a communally acceptable form (2) the establishment of an internalized monitoring system for one's own speech and the speech of others and (3) the alphabet of sounds that become the aural basis for phonics in the act of reading.

Inadequacies in auditory discrimination lie at the root of many articulatory problems and many reading problems. The ability to discriminate sounds seems, from research, to have little relationship to intelligence but like other perceptual processes develops independent of other developmental characteristics.

The form the test takes is to ask the subject to listen to word-pairs read aloud and determine whether the two words he hears are the 'same' or 'different'. The test consists of forty such word pairs. Thirty are 'different' one from the other within the word-pairs. The difference in each instance is a single discriminating feature. Ten pairs show their difference in initial consonant phonemes, position (bat-kat); ten in the medial vowel, position (loud-lead) and ten in the final consonant position (cap-cat). Ten additional word-pairs are identical. Each word-pair was selected from caparable section of the Thorndike-Lorge word count (1944), and according to that published frequency list, are approximately equally familiar to children.

Examples of Word-Pairs

Initial	Medial	Final
rug-lug	peel-pale	beg-bed
bead-deed	leap-lope	bun-bum
met-net	come-cam	rake-rate

A. 2 Auditory Memory Test (words)

This is a test of a subject's ability to recall one-syllable words spoken in progressively increasing series. The ability to retain and recall series of familiar but unrelated words (immediate auditory memory span) is found to be closely related to the ability of small children to read. As the eye scans a series of words and the child attempts to gain meaning from them, children, as they go through the step of auditorizing and re-auditorizing to gain meaning, need to hold in mind the target words. A good auditory

memory span for words simplifies this process, a poor or short memory, however, increases the likelihood of difficulty in mastering reading. Similarly, a good or long immediate memory span for words relates to good articulation since the stimulus word can be held in mind while the phonetic monitoring system selects the articulatory structure appropriate to the word's expression. Naturally it follows that a short auditory memory span for words fails to provide the continuing target nor time for accurate phonetic monitoring and therefore increases the likelihood of inaccurate articulation. In compny with auditory discrimination this perceptual process appears to be developmental in nature, i.e., increases with age. However, a somewhat higher correlation with intelligence is found between auditory word memory span than between intelligence and discrimination. The correlations are positive but low.

The subject is asked to repeat the words he hears beginning with a set of two words and continuing progressively through a series of six words. No meaningful relationships exist between the word series; i.e., each word is spoken out of context with the preceding or following words. The words used were all selected from the five-year old frequency listing of A SPOKEN WORD COUNT (Children), (Wepman and Hass, 1969) and while not completely equated for familiarity are known to appear in the vocabularies of five-year olds. All words used are single-syllable common nouns, pronouns and adjectives. Three trials are given at each length. Span is determined by the longest series recalled (in any order). A scaled score is derived by crediting achievement of each of the first, second, or third trial.

Example: Dog - . . . . . Shoe
House - . . . . . Tree . . . . Person
Man - . . . . . Cup . . . . Car

A. 3 Auditory Sequencing Test (numbers)

This test is the familiar digit span (forward) sub-test used in many tests. Recall of digits is used as a method for assessing sequenceability rather than simple recall. The retention of a digit series in the exact order heard relates to the task in speech and reading for maintaining the proper expressive sequence of phonetic events. Developmental discrepancies are often found in this ability as the child struggles to attain his initial phonic attack on reading. A poor sequencing ability produces the common reversals of sounds and syllables found in many beginning readers and while often unrecognized, relates to the errors made in speech articulation.

The ability to sequence as a special form of immediate recall relates factorially to memory span for words yet for some children appears to be a unique problem unrelated to other perceptual functions. It assesses the subject's ability to repeat a series of just-heard digits in the exact order in which they were heard. Two trials at each span length are given.

The test is scored by determining span (longest sequence recalled in order), and differential weighting to recall on first and second trial.

V. 1 Visual Form Discrimination Test (free forms)

This is a test designed to assess the subject's ability to judge relatively gross differences in visually presented forms. The art of reading requires the ability to distinguish relatively fine differences in orthographic form prior to its application in reading; however, there appears to be a developing capacity to detect form differences which relates to the task of reading at a later time. While for most children this pre-linguistic form distinction is well developed by school age; when it has not yet developed, it may lie at the very root of a reading disability.

In the development of visual form discrimination there appears to be a process of stabilization of the visual processing of data - when stabilization has not been achieved the error patterns children select indicates the type of instability a child may have which may be more instructive than a simple count of errors.

The test consists of 20 items, with a "target" in the center, and the responses in the four corners of the same page. Error types are based on Gibson's transformations, with perspective and size errors not represented, but addition and deletion of features, topological, rotation, and reflection errors available in balanced subsets. The child's task is to point to the figure "just like the one in the middle", and the training items give examples of each kind of error. The task tends to be easy, but the item format avoids the usual way of "making it harder": right to left arrangement of distractors, with an attractive alternative to the left of the correct response. This common arrangement wreaks total havoc with error analyses, because of the common occurence of response sets among young children. Analysis of the pilot data suggests little patterning of responses with the four-corner arrangement.

V. 2 Visual Form Memory Test (free forms)

The test is designed to measure immediate recall of free forms not easily identifiable by name. The ability to hold forms in mind and recall them on presentation appears to be a perceptual task closely related to reading. As the child reads his ability to see and hold the alphabetic form in mind while he processes the image for meaning seems fundamental. A poor recall ability points to the need for constant visual restimulation with consequent loss of immediate accurate reaction and the tendency to

'guess' as a means of avoiding the slowness restimulation causes as well as the interruption in fluency it produces. As indicated in the discussion of visual form recognition, prelinguistic form recall seems closely related to and predictive of later difficulty in reading. Factorially, both discrimination and recall are highly correlated but like other perceptual factors are only slightly related to intelligence.

The assessment task used is a target form presented for five seconds followed by a multiple-choice presentation of five forms including the target form. The task requirement is simple pointing to the recalled form.

V. 3 Visual Sequencing Memory Test (railroad freight cars)

This test is designed to assess the ability to recall a sequence of visually presented forms. Experimentation with both two and three dimensional forms resulted in the present format - the sequential recall ordering of familiar railroad freight cars. Using this form of stimulus seemed to both capture and maintain the interest and attention of the subjects. The pictures of the cars themselves were found to be sufficiently familiar to all children tested that no cultural values seemed to be involved. Railroad freight cars, it seems, are not ordinarily names by children. The question of recall by verbal intermediary therefore was not an important factor.

The test consists of line-drawn pictures of a variety of freight cars presented individually on 1 x 1 inch blocks and a test booklet showing sequences of freight cars beginning with a sequence of three and expanding to a sequence of seven. (Two sequences are presented at each level.) A pictured sequence is shown to the child in the booklet. Upon its removal after a 5 second exposure, the child is asked to arrange his freight train on the blocks in the same order as the pictured sequence. Sequence span is determined by the longest correct sequence reproduced. A scaled score is obtained by crediting each trial for the sequence correctly reproduced.

V. 4a Visual Orientation Memory Test (Primary - 5, 6, 7 year olds)
(free forms)

This instrument, in a memory format, is superficially similar, but taps a less complex skill. In the pilot version, the subject saw a figure; e.g. , on a page, and was required to pick it out from on the following page. The important skill here is to hold the initial orientation in mind, and a tendency to play with the figure, noting that from different angles it might look like , or , might not be helpful.

The pilot test resulted in the selection of a set of 20 items with reliability of only .422 by age six and .505 for age seven. Further development is indicated on this instrument, and a new version introducing a 180° rotation to balance the alternatives has been developed. ⌐ is followed by ⌐ ; so that two responses point up, two down, two left, and two right.

The task represented in this test is close to the criterion task of ability to remember confusable letters. It is hopefully less contaminated by prior training, than are tests using actual letters. If a first grade child has difficulty with this task, he may be perceptually unready for letter discrimination or memory. On the other hand, if he has difficulty remembering letters, it may have less to do with perception than with the fact that no one has yet taught him letters.

V. 4b Visual Spatial Orientation Memory Test (Advanced - 7, 8, 9 year olds) (free form)

This is a test of the capacity to recognize, retain, and recall the orientation (direction) of forms in space. It was developed as a separate perceptual task when in earlier studies it was noted that rotation errors in visual form memory occured more often and sometimes in different children than did other visual form memory processes. Comparisons with other tests (Bender-Gestalt and Benton Visual Design Memory Tests) explored rotations as a major factor in consideration of brain-damaged children. In its present form the response factor is limited to selection of one of a multiple-choice offering thus reducing to a minimum the motor factor while permitting an evaluation of the sensory perception and integration factor.

The test presents 20 original drawings - used as targets and for each a multiple-choice offering of the same drawings in different directional postures. The task is to select from the latter the form facing in the same direction as the previously seen (5 second exposure) target drawing. Six of the multiple-choice items vary in an arc of 180°, 14 in an arc of 90°. The test is scored by counting the number of correct directional selections made.

TABLE I

Results of the Perceptual Test Battery

	TOTALS		AUDITORY PREFERENCE		VISUAL PREFERENCE		NEITHER AUDITORY NOR VISUAL PREFERENCE		INCONCLUSIVE RESULTS	
Grade	N	% of Total	N	% of Grade Level	N	% of Grade Level	N	% of Grade Level	N	% of Grade Level
K	121	15.92	24	19.84	46	38.02	28	23.14	23	19.00
1	112	14.74	24	21.43	26	23.21	37	33.04	25	22.32
2	93	12.24	39	41.93	32	34.41	22	23.66		
3	98	12.89	22	22.45	29	29.59	47	47.96		
4	113	14.87	37	32.74	42	37.17	34	30.09		
5	118	15.53	35	29.66	40	33.90	43	36.44		
6	105	13.81	28	26.67	35	33.33	42	40.00	—	—
TOTALS	760	100.00	209	27.50	250	32.89	253	33.29	48	6.32